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ABSTRACT

This document is a three-part compendium of learning resources on community colleges affiliated with the State University of New York (SUNY). It begins with an introduction providing background information on the SUNY community colleges, then provides a collection of articles and reference materials concerning the colleges. Titles include: "Teaching the Humanities and the Technologies in the 21st Century: A Faculty Development Project"; "Cayuga Community College 1994-95 Annual Report"; "On the Move: the Community Colleges of SUNY"; "School/College Partnership: Writing Across the Curriculum, Grades 9-14"; "A Review of SUNY's Transfer and Articulation Policies and Enrollment Initiatives: How Effectively Are These Initiatives Serving Transfer Students?"; "The Business of Teaching"; "Inmate Education in the SUNY System"; "Program Designs to Support Welfare Recipients"; "SUNY's Community Colleges: An Introduction to Legal Resources"; "Suffolk's Eastern Campus Retention Program"; "SUNY Community College Topical Papers 1-4"; "Autonomy and Accountability"; "Community Colleges Funding History 1948-49 to 1995-96"; "We Must Think First of the Individual Student"; "Schenectady County Community College 1993-94 Planning Document"; "Information Packet for Presidential Searches"; "Democracy's Colleges"; "Collective Bargaining Directory"; "Higher Education in Crisis"; "A Study of Institutional Autonomy in the Community College and its Relationship to Administrative Judgements of Institutional Effectiveness"; "The Economic Impact of SUNY's Community Colleges on the State of New York"; and "The Economic Impact of the SUNY on the State of New York in 1992-93." (YKH)

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A COMPENDIUM
OF
LEARNING RESOURCES ON COMMUNITY COLLEGES
AFFILIATED WITH
THE STATE UNIVERSITY OF NEW YORK.

Cornelius V. Robbins, EdD.
Editor

Prepared in the Department of Educational Administration and Policy Studies

Published by The Two Year College Development Center

University at Albany

October, 1999

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Introduction

The Community Colleges of the State University of New York were begun in 1948 with the advent of the Community College law, passed by the Legislature and signed by Governor Dewey. Unlike most other states, they were assigned to the operational supervision of the State University Trustees, as the State University of New York was begun at the same time. The total organization currently comprises sixty-four institutions, thirty of them Community Colleges.

While much has been written about these institutions, and there is no shortage of research and data on them, much of it is in the archives of the State University, and difficult to access for scholars of the Community College movement.

This present collection, or Compendium, is intended to remedy that difficulty, at least in part. Your editor has served as President of two State University of New York colleges (Genessee Community College and Cobleskill Agricultural & Technical College) and for ten years was Associate Chancellor for Community Colleges in the Central Administration of SUNY. As Director of the Community College office, he was responsible for liaison, planning, and coordination of the 30 colleges, under the leadership of the Chancellor and SUNY Trustees.

However, in 1992 your editor became a Professor of Educational Administration at the State University at Albany, and began offering courses called The Two Year College in American Higher Education and Seminar in the Administration of the Community College. Much of the course work, naturally, focused on New York's Community Colleges as participants in and examples of the national trends. Other countries have been interested in the growth and possibilities of the community colleges, and workshops and seminars have resulted and been held in Taiwan, Hungary, and the Czech Republic.

As a result of these activities, it became clear that a need existed to gather materials from personal files and other obscure (and not-so obscure) sources into a readily available collection of learning resources. The ERIC clearing house on Community Colleges offered to be a repository, and thus the work has been done.

The Compendium consists of some twenty-five articles and documents, listed in the table of contents. Rather than insert an introduction to each of these documents these introductory statements are included here:

1. Dr. Phyllis Bader-Borel served in the SUNY Central Office for Community Colleges as Director of Academic Services, and received a major grant to fund a consortium of Community Colleges. Their purpose was to investigate the methods and relationships of teaching the humanities and technologies in a single, two year institution trying to fill several roles. This article summarizes their work, and was reported in Colleague; a publication of SUNY's Faculty Council of Community Colleges, which was published from the early 1980's to 1993.

2. This report, from Cayuga Community College in Auburn, New York, is presented as an example of a typical annual report, which each of the 30 colleges prepares by regulation of the SUNY Trustees each year. They reside in SUNY Central archives. Address: Office of Institutional Research, SUNY System Administration, SUNY Plaza, Albany, NY 12246.

3. This 1984 report, On the Move, was prepared by Mr. Harry Charlton, then Director of Campus Relations in the Central Office of University Affairs. It was prepared for use in the annual campaign to keep the State Legislature and all constituents informed of the contributions of the Community Colleges of SUNY.

4. This article, by Ms. Bernadt Durfee of Broome Community College, is reproduced from the 1993 edition of Colleague, a publication mentioned earlier. It deals with an important curricular topic much under discussion in the Community Colleges in this decade, namely writing across the curriculum. The program described at Broome is similar in many ways to those of other Colleges.

5. This article, by Dr. Janet Edwards of the Office of Access Services of the SUNY Central Administration in 1993, is a review of the university's transfer and articulation efforts to that date. It includes a review and analysis of system wide data on applicants, acceptances and similar information, an analysis of the Board of Trustees transfer policies and a summary of the Community Colleges Presidents' narrative reports on Enrollment Planning.

6. Colleague provides us with the next article by President Marvin J. Feldman, in 1986; he was then President of the Fashion Institute of Technology. His fall addresses to his faculty, often widely shared with other Presidents, were always cogent, timely, and often inspiring. Widely and highly respected among his peers, Feldman was a leader with vision and verve. Under his leadership, FIT became the only community college (in New York, certainly) to offer both bachelors and Masters degrees. It developed a world-wide reputation in the service of the fashion industry. This article shows the wide scope of his interests, in this case on the business of teaching.

7. In 1988 Ruth Fossdahl and Thomas Nelson, then senior administrators at Genesee Community College, prepared this report on inmate education in the SUNY system. It appeared in Colleague in that year, and is indicative of efforts carried on by many of SUNY's community colleges.

8. Mr. John Kucij, of Hudson Valley Community College, provides a Colleague article which reports on a rather unique program--one to support education for welfare recipients. It is one example of programs Community Colleges offer their communities in often unusual ways.

9. Dr. Sanford Levine, a Service Professor of Higher Education Administration at SUNY Albany, and former SUNY University Counsel, provides a thoughtful introduction to the laws which govern the operation of SUNY'S Community Colleges. To provide more general access to these important laws, a copy of them is inserted following his introduction.

10. Retention has been possibly the most discussed issue on the two year campuses for the past decade. This article from the 1993 Colleague "Suffolk's Eastern Campus Retention Program", by Randolph H. Manning, is a good example of the work being done throughout New York to expand efforts to help Community College students succeed.

11. The next four articles included in this compendium were all authored by Dr. Freda
12. Martens in 1985. Dr. Martens had just retired from the position of Dean of Planning and
13. Information Services at Dutchess Community College, and was invited by your editor to
14. volunteer in SUNY's Office for Community Colleges. While there, she completed these
documents which were used for many purposes, including the indoctrination of new
Community College Presidents and Trustees. While a bit dated at this point, they still are
useful and pertinent. The four papers cover the important areas of historical
development, governance, students, faculty and programs and the State funding formula.

15. The next paper included is authored by C.V. Robbins, and was prepared for a workshop for educational leaders in the Czech Republic in 1994. It addresses the ongoing issues of autonomy and accountability, with particular reference to these governance issues in the State University of New York.

16. C.V. Robbins has written a brief introduction to a series of charts which show the financial support of SUNY's Community Colleges and of their history. This statistical information on the states support for community colleges has been prepared by Mr. George Anker, who serves as Community College Financial Officer for the SUNY system office. Mr. Anker is widely and deservedly regarded as "the" expert on what has widely been described as a complicated system--but one which appears to have worked reasonably well.

17. This article, prepared by C.V. Robbins in 1977 for The College Board Review, retains relevance in speaking to the apparent conflict between the liberal arts/general education and the applied arts/technical education on many Community College campuses. The article describes the conflict as one which can and should be avoided if college planners concentrate on student needs.

18. The next item included comes from Schenectady County Community College, and is their annual planning document. It is offered as an example of the planning process which takes place in most community colleges. It also offers a sample mission statement.

19. The Office for Community Colleges prepared this information and advice packet for local trustees who hold the responsibility in the SUNY system for presidential recruitment and selection of Community College Presidents. However, the SUNY Trustees must approve such appointments, and these guidelines were developed to assure a smooth, professional process. They have been successful to date, for well qualified professional candidates have been selected, and the SUNY Trustees, upon the Chancellor's review and recommendation, have always approved the local trustees' appointments.

20. Democracy's Colleges is a handbook of information on all and each of SUNY's 30 Community Colleges. Published as needed in the 1980's, it provided information about the system and the mission, funding and programs of the colleges, plus a page on and a picture of each of the campuses. For almost ten years, it was largely written and edited by Mr. Charles (Chuck) Burns, a dedicated professional in the SUNY Office for Community Colleges.

21. This Directory of Collective Bargaining was edited by Mr. David Van Nortwick of the SUNY Office for Community Colleges and lists the faculty bargaining units' composition, and Administrators and Negotiators for each of the 30 colleges - 29 of which had faculty collective bargaining contracts in 1993. Space precludes inclusion of any contracts, but campuses are usually willing to share on request.

22. "Community Colleges of the 90s: Living on the Edge" is a chapter written for W.C. Barba's book Higher Education in Crisis. It is written by Dr. Stewart Steiner, one of the senior community college Presidents in the SUNY system. His insightful view of the situation in the 1990s will be useful to those concerned with the fiscal challenges of this era.

23. This is an abstract of a useful Doctoral Dissertation done in 1986 in the department of Educational Administration and Policy Studies at SUNY Albany. Dr. Anita Vooght, now Associate Dean of Instruction at Dutchess Community College, provides an analysis of the funding system, autonomy, and institutional effectiveness in the SUNY Community Colleges. The entire dissertation is available from the author, or the usual library sources.

24.
25. The last two studies in this series are two different reports on the economic impact of SUNY's Community Colleges. They are similar but with unique features. The first was prepared at the Two Year Development Center at SUNY Albany by Dr. Gene Winter and Dr. LaVerna Fadale in 1991. The second and more recent (1994) was prepared by Research Assistant Jinghui Zhang in the SUNY Central Office for Small Business Development. Supervised by Dr. James Kalas.

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It is hoped that these materials will be as helpful and useful as possible to scholars, students and college staff members. We regret the necessary omissions and those possible errors, for which this editor assumes full responsibility.

Credit should be given to two fine graduate students who participated in collecting and preparing these materials; thanks go to William Tusang and Doreen Kleinman. Thanks also to my supportive colleagues in the community colleges and my EAPS department colleagues at SUNY Albany.

I will appreciate feedback and will try to respond to questions and requests.

Cornelius Robbins
Department of Educational Administration
and Policy Studies
State University at Albany
October, 1999

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1988

COLLEAGUE

An annual collection of articles on
academic and administrative issues
facing community colleges of the
State University of New York

Teaching the Humanities and the Technologies in the 21st Century: A Faculty Development Project

by

Phyllis Bader-Borel
Director of Community College
Program Development
State University of New York
Central Administration

> **In reality, as I learned from this project, my specialized discipline had actually narrowed my thinking. At the outset I was challenged by a non-scientific, humanistic philosopher who, unlike myself, sought a broader explanation of humanity. I came to realize I was a reductionist whose explanations were on the molecular level and my concept of reality consisted of explaining mechanisms in nature.**[1]

Nineteen faculty from nine State University of New York (SUNY) community colleges have just completed an unusual three-year grant project sponsored by the National Endowment for the Humanities (NEH) and the Exxon Foundation. The faculty are humanists and technologists representing a variety of disciplines who have worked together to create a model interdisciplinary course which they team taught for two semesters as part of the grant and are continuing to teach.

The nine participating community colleges are Adirondack, Broome, Columbia-Greene, Erie, Fashion Institute of Technology (F.I.T.), Herkimer, Hudson Valley, Mohawk Valley and Schenectady. In addition, three Distinguished Professors from Albany, Binghamton and Stony Brook worked with the project faculty.

> **The students' hesitancy for involvement which marked the first sessions were soon changed to eagerness for dialogue as each module offered opportunities to hammer away at the fundamental questions. When the students realized that the instructors were merely guides into the galaxy of module topics, they took hold of the course and made it their own. Soon, students and instructors looked forward to each class session and were often disappointed when time ran out.**

The original NEH planning grant proposal was written by the author and Dr. Sally Lawrence, Dean, Junior College of Albany (then Assistant Academic Dean, Schenectady County Community College), who served as co-directors. Dr LaVerna M. Fadale, Research Associate in the Two-Year College Development Center, served as Project Coordinator.

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[1] This quote and those following are from narratives written by faculty participants in the process of evaluating the project.

This NEH grant of $8,533 funded a half-dozen day-long meetings and scores of small team sessions from October, 1984 through May, 1985, and provided the framework for planning the project of course and faculty development.

A $174,950 continuation grant from NEH plus a $41,157 matching grant from the Exxon Foundation for the period of October, 1985 through November, 1987 enabled the faculty, working with the Distinguished Professors, to complete the development of the course on "Humanities and Technology: Questions for the Future."

During the initial phases of the project, the 19 faculty members drafted a course comprising seven modules, which were developed to cover the following subjects: humanities, technology and values; humanistic and scientific inquiry; communication and values; life and death; technology and the environment; the social impact of technology; and artificial intelligence.

> **The course was really about accepting humanity as a striving species using an intellectual capacity to deal with all aspects of existence. It was about limitations on intellect that have been imposed both by nature and by education. The course was common to any discipline and reflected how values, the knowledge base itself, and the learner place limits on understanding. The philosophy of the course was indeed both "pure science" and "pure humanities."**

The course was designed to:

1. increase student awareness of the relationships between the humanities and technologies, through investigation of the differences and commonalities of the two perspectives;
2. explore the role of the value choices inherent in both approaches; and
3. stimulate critical analysis of science and technology issues as they relate to society and our value systems.

The need for such a course at the community college level grows directly, although inadvertently, from the very mission of the comprehensive community college. New York State community colleges are responsible for vocational (career) degree programs in the technologies and for two-year liberal arts programs that prepare students to transfer to four-year institutions.

This dual mission causes an unavoidable dichotomy between faculty and students in the career programs and those in the transfer programs. Although Associate in Applied Science (A.A.S.) degree programs, by New York State Regents regulations, must contain one-third of their coursework in the liberal arts, the task of integrating humanities components into career curricula continues to be a challenge because of the increasingly restrictive nature of most two-year technology programs and the separation of technology and humanities faculty.

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The course, designed for both career and transfer students, attempted neither to "technologize" the humanists nor "humanize" the technologists, but rather to encourage exploration of both perspectives to increase students' critical thinking abilities and value-making capabilities.

> **My concern for student learning began to grow; "If we didn't understand what we were doing, how could students be expected to learn anything?" Continued interaction provided focus on the "process" of critical thinking and values testing. It was this idea that made the project meaningful for me. The process was education.**

Three Distinguished Professors worked with faculty throughout the project: Assistant Professor David Ferguson, Department of Technology and Science, SUNY at Stony Brook; Professor Anthony Preus, Department of Philosophy, SUNY at Binghamton; and Professor Maurice Richter, Sociology Department, SUNY at Albany. Professor Serafina Bathrick, Communications Department, Hunter College and Distinguished Professor John Truxal, Department of Technology and Society, College of Engineering and Applied Sciences, SUNY at Stony Brook also provided valuable input and perspective to the project.

To supplement the course a series of six videotapes was created. The interview format featured three Distinguished Professors, who discussed topics relating to questions written and posed by the faculty members. The videotaping took place at State University Plaza in Albany with the expert assistance of the New York Network.

On June 4 and 5, 1987, an Invitational Conference on **Teaching the Humanities and Technologies in the 21st Century** was held in Syracuse for two- and four-year SUNY faculty statewide. The conference purposes were to promote the adaptation by other campuses of a course linking the humanities and technologies through distributing materials adaptable to individual campus needs and to discussing and sharing course content and instructional strategies. The positive response to this conference reflected the widespread interest in interdisciplinary teaching as well as the need for faculty development opportunities.

Conference sessions included concurrent simulations of class sessions on selected course modules; panel discussions by participating faculty of process, procedures, and teaching strategies related to the course; and viewing of the videotapes. Participants received a notebook containing a history of the project, campus syllabi, bibliography, and the other information on the project and the faculty.

Distinguished Professors Ferguson, Preus and Richter provided closing remarks on "The Future in Terms of the Past: Teaching the Humanities and Technologies in the 21st Century."

> **One of the major contributions of the course to the students was the ability to freely express diverse opinions on various issues relative to their values and to see how values and beliefs affect all of our decisions.**

The project attempted to address one of the major problems we face as an increasingly technological society: the task of preparing all students to find their place in a world that is growing ever more complicated and where questions of value and ethics are becoming more essential to making decisions leading to a productive life and to peaceful coexistence on the earth.

One of the distinct advantages of the planning and developing aspects of this course was the faculty interaction that was built into the process. Meetings of the entire group, including those distinguished faculty who could attend, were scheduled two to three times a semester. Very few faculty ever missed a meeting, indicating their interest in and commitment to the project.

Each module was planned by a team consisting of one technologist and one humanist, each from a different campus. These team members, each of whom knew at the start only his or her campus partner, had already worked with each other during the planning grant for two semesters outlining the module objectives, content, teaching methods, bibliography, texts, materials, class sessions, evaluation methods, and the role of the distinguished professors.

This cross fertilization intensified during the two years of the grant project as faculty developed the course and subsequently taught the course on their campuses during the last two semesters of the project. The courses were offered in a variety of departments, and on several campuses as Honors courses. In fact, the grant project led to the institution of an Honors Program on one of the participating campuses (Erie) and revision of an Honors curriculum on another (F.I.T.) to include more Humanities.

During this second stage, opportunities for exchange, new ideas, and interaction were more intense because of the addition of the distinguished professors and the content expertise they brought to the forum. Faculty reported on changes in their reading patterns, e.g., from philosophy to artificial intelligence.

> **Team teaching is one of the greatest strengths of this course. It becomes obvious, in a way impossible with a single teacher, that there are no fixed answers to many questions and that differing approaches, perspectives, and views are necessary and valuable. Seeing instructors disagree vehemently on one point and a few minutes later reinforce each other on a related point, provides a learning experience not easily duplicated.**

The excitement and enthusiasm of the faculty became even greater as they shared their experiences in the classroom. The faculty were particularly positive about the team teaching approach, as it enriched the experience for the students as well as themselves. The opportunity to provide information and dialogue from the perspective of several disciplines was enjoyable and interesting as well as challenging.

> **I believe it to be one of the most frustrating and gratifying courses I ever taught. There is no doubt that the goal of faculty development was reached.**

In the semester following the grant period, eight of the nine campuses were able to continue offering the course, and five of the eight have continued the team teaching approach.

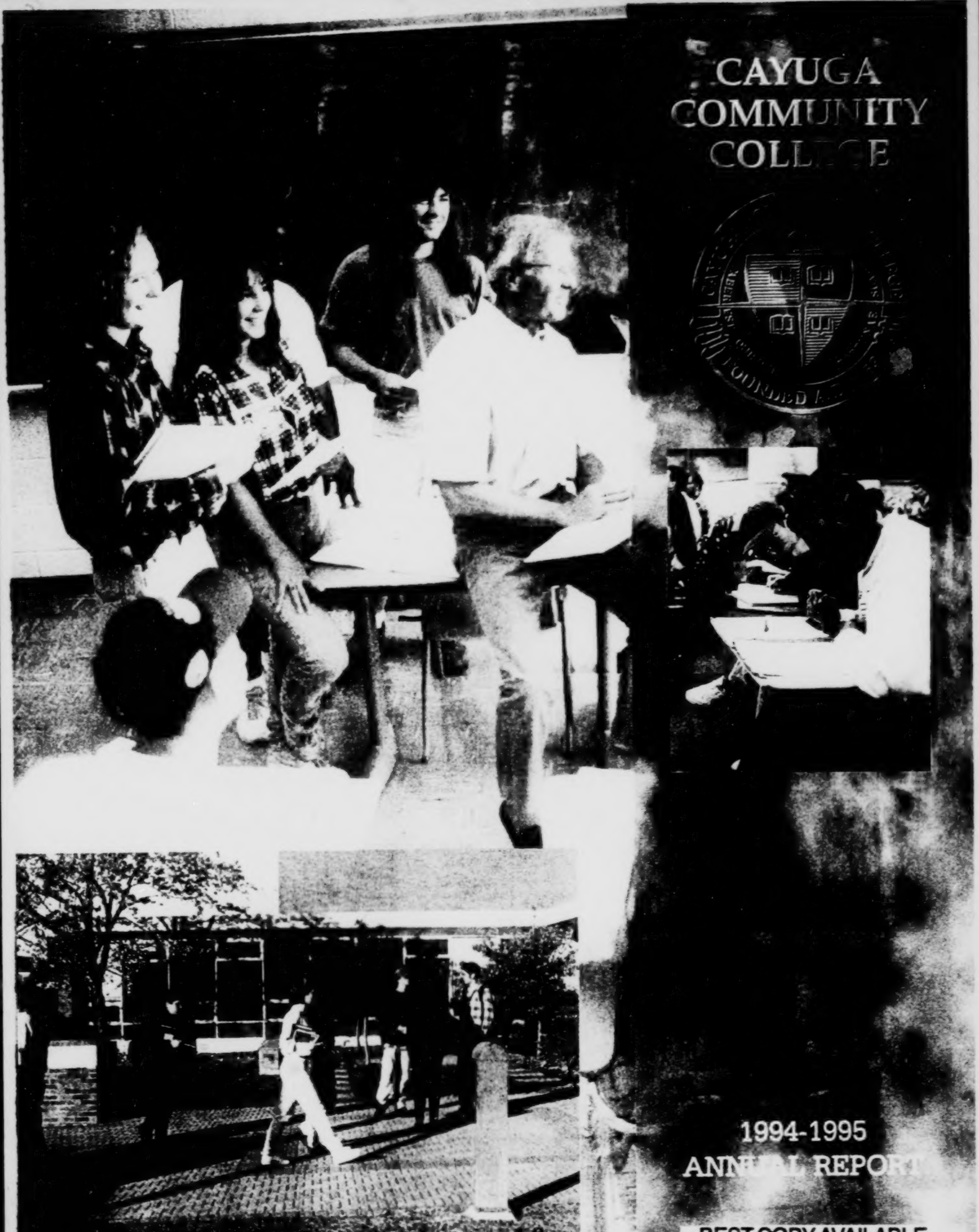
Other outcomes of the project include publications (two articles in the Stony Brook New Liberal Arts News, and one in Common Knowledge, new faculty forums (Faculty Forum discussions at Columbia-Greene and Faculty Colloquiums at Broome), workshops (one on "Engaging Students in Learning; Diversity of Learning Styles"), and several grant proposals.

Follow-up meetings have been scheduled as the result of a "final" meeting of NEH faculty involved in the project held in November of 1987. Under the auspices of the Two-Year College Development Center's Faculty Intercampus Program Exchange (FIPE), regional forums will be provided for discussions of "Innovative Teaching Methods" by all interested community college faculty in the spring and fall of 1988.

The 19 faculty participants, who were recommended by their academic deans, represented nine SUNY community colleges: **Adirondack** - Paul Muscari (Philosophy and Sociology), Alfred Patrick (Engineering, Mathematics and Technology), Richard Ring (English); **Broome** - Paul Chambers (Humanities), Brendan Flynn (Chemistry); **Columbia-Greene** - Ronald Payson (Scientific Studies), Richard Schmonsky (Counseling), and Clifford Wexler (English); **Erie** - City Campus - Gene Grabiner (Social Science), South Campus - Diane Schulman (Chemistry); **Fashion Institute of Technology** - Irene Buchman (Educational Skills), Richard Harrigan (Science and Mathematics); **Herkimer** - Arthur Muller (Mathematics and Physics), William Pelz (Social Science); **Hudson Valley** - John Nickles (Chemistry), John Roy (Liberal Arts); **Mohawk Valley** - Rose Danella (Social Science and Criminal Justice), Frank Przybycien (Mechanical and Civil Engineering Technology; **Schenectady** - Thomas Baker (Humanities and Social Sciences), George Lockyer (Mathematics, Science and Technology).

The most rewarding benefit of the project has been faculty renewal, the exposure to and mastery of certain aspects of other disciplines, the acquisition and application of new knowledge through the opportunity to work, learn and share ideas with others from different campuses and fields. This benefit of the faculty development process may have exceeded that of the product or the course itself.

For the co-directors, it was exciting, stimulating, and rewarding to work with faculty who were so dedicated and inspired. We enjoyed the reading lists as much as the students. We hope this project will prove to be an inspiration to other faculty.



CAYUGA COMMUNITY COLLEGE

1994-1995
ANNUAL REPORT

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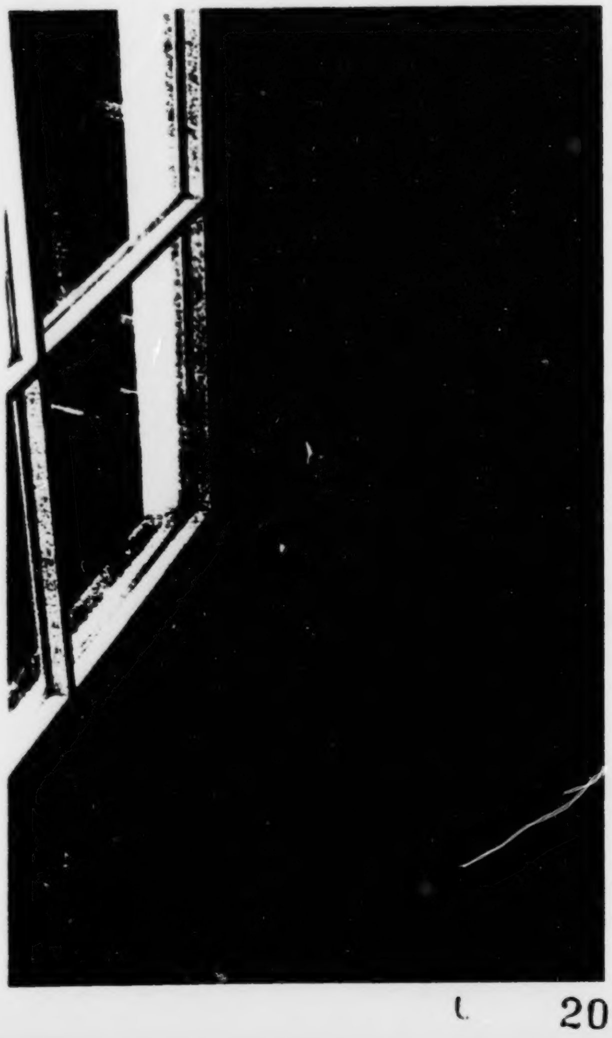
ACCESSIBILITY

for the

Future

The '90s continue to challenge the higher education community as society wrestles with balancing budgets, while attempting to protect the many cherished rights and opportunities this great nation offers. In the past 50 years one of those opportunities that has matured and become valued is access to higher education, regardless of one's socioeconomic background.



As an institution whose creation and continued mission grew out of this vision of access, Cayuga Community College is proud of its more than 40-year record of providing the citizens of Cayuga and surrounding counties with an opportunity to pursue the first two years of a post-secondary education. The activities and accomplishments chronicled in this 1994-95 annual report give evidence that, once again, the College's highly dedicated faculty and staff have achieved significant success in providing meaningful opportunities for Cayuga students. Our students, in return, have shown their appreciation for these opportunities by distinguishing themselves in many areas of collegiate learning and experiences.

This past year marked the completion of the College's 20-year commitment to helping incarcerated individuals prepare to return to society with improved skills and self-esteem, thereby strengthening their chances for achieving a productive and fulfilling life without further loss to themselves or others. The significant loss of our Inmate Higher Education Program, however, was softened by the growth and success of the College's Fulton/Oswego County Extension which continues to be utilized at a level beyond what was initially anticipated. It has been rewarding to see so many people, some who had previously been unable, have the opportunity to access higher education.

While state and county leaders have been tested in recent years to lessen the tax burden on residents, without their support and appreciation of the value of education to individuals and society, we would be unable to provide for the students at Cayuga Community College.

On behalf of our students and staff, please accept our appreciation and thanks for your continued support. We hope you feel the same sense of pride and celebration we feel as you review the many accomplishments of Cayuga Community College in 1994-95.

Lawrence H. Poole
President

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ACCESSIBILITY for the Future.

Academics

- An "Evening Degree Option," offered beginning in fall 1994, provided an opportunity for interested students to pursue studies in selected certificate and degree programs through an evening only class schedule.
- A new Administrative Assistant study option was offered beginning in spring 1995. The option consists of credit and credit free courses designed to help individuals develop specific, marketable job skills.
- A fully networked writing lab came on-line in January 1995. The lab provides 26 networked computer stations available for English students.
- New courses developed and approved for scheduling included Bus 245 "Supervisory Management," CS 055 "Introduction to Microsoft Word for Windows," CS 060 "Introduction to WordPerfect 6.0 for DOS" and CS 200 "Programming in Visual Basic."
- The College's Fulton/Oswego County Extension continued to expand its class offerings and services to residents of Oswego County. Nearly 650 students enrolled in 159 courses scheduled during the day, in the evening and on Saturday morning.
- Nine "Youth for Understanding" (YFU) students from Ecuador, Sweden, the Netherlands, Norway, the Czech Republic, Colombia and Switzerland brought an international flavor to the campus during 1994-95.
- New credit free course offerings included "Internet for Beginners," "Introduction to AutoCAD Release 12 for Windows," and "Blood Transfusion for LPNs."
- A series of professional credit free courses developed and scheduled included continuing education training for wastewater treatment operators and insurance agents and brokers.

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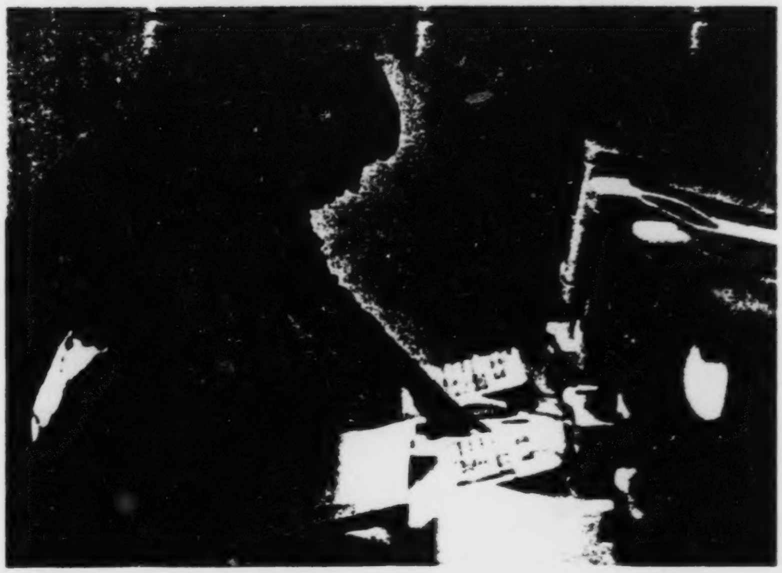

"This year has
been great!
It has brought
us a lot of positive
experiences
that we will
never forget."

Ana Maria Consuegra,
YFU student - Colombia
David Bruehlmeier,
***YFU student** - Switzerland*

ACCESSIBILITY for the Future

Student Achievements

▼ Freshman Lee Gaiteri placed first statewide in the 1994-95 Math Contest sponsored by the New York State Mathematics Association of Two-Year Colleges.

▼ The Phi Beta Lambda business club competition winners at the NYS Leadership Conference included first-place finishers Jean Miller, Accounting II; Brian Beaumont, Economics; and Kathy DeChick, Chris Lewis and Connie Shadman, Team Event - Business Decision Making.

▼ Sophomore Patricia Estrada was selected as the College's 1994-95 "Outstanding Adult Student."

▼ Freshman Danielle Iorio won the women's cross country NJCAA Region III Individual Championship setting a new course record time of 20:24. She is the first female athlete to win the title for Cayuga.

▼ The women's cross country team finished third at the NJCAA Division III National Championships. Freshman Danielle Iorio and sophomore Patty Diver were selected to the NJCAA Division III All-American Second Team based on their finishes. Sophomore Angela Richmond earned Honorable Mention All-American status.

▼ Sophomores Patty Diver, Andi Camp and James Gantt earned All-American honors at the NJCAA Indoor Track and Field Championships.

▼ Freshman Shelley Day was Cayuga's first female athlete to earn All-American honors in basketball. She led the nation in scoring with 27.5 points per game and was selected first team All-American, first team All-Region, first team All-Conference and Mid-State Atlantic Conference Most Valuable Player (MVP).

"I think that this atmosphere has provided me with the chance to achieve academic success where I was not able to in my other college experiences."

Holly Otis,
liberal arts student, 4.0 grade point average
Fulton Extension

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Around Campus

▼ The PEACE Program included a special "Non-Violence Workshop" led by Arun Gandhi, grandson of the legendary Mahatma Gandhi. Gandhi also made a lecture presentation focusing on "Why the King and Gandhi Dreams Remain Unfulfilled."

▼ In cooperation with Cornell Cooperative Extension of Cayuga County, the College sponsored Earth Day 1995 on April 21-22. Events included guest speakers, an environmental panel discussion, special youth activities, environmental displays and entertainment.

▼ Campus Ministries Lecture/Luncheon series included "Abusive Relationships," "Ethical Decision Making," "Healthy Relationships" and "Single Parenting."

▼ A special lecture focused on "Beyond the Dream VII: The Vanishing Black Male."

▼ The humanities division, with support from Poets & Writers and the Literature Program of the New York State Council on the Arts and Cayuga's Student Activities Board, sponsored poetry readings by Nancy Willard and Robert Bly.

▼ Student Activities Board activities for 1994-95 included singer/songwriters Mark Rust, Jon Smales, Jon Liebing, Dan Merrill, Livingston Taylor, Michael Jerling, Greg Swann, Robin Greenstein; performances by the a cappella groups "Where's the Band?" and "Blind Man's Bluff," the Dixie Power Trio, Epic Brass, Po' Boy Swing, Tomorrow's Party, Eclipse, clown/mime/musician Tim Settimi, the Zulu Dance Theatre; comedians Ken Groves, Mike Sullivan Irwin, Ken "Tiny" Glover, Danny Liberto, Joe Bruno, Brad Lowery, Jonathan Brandt; presentations on "Movie Special Effects" by Tom Savini, "'60's Rock: When the Music Mattered" by Barry Drake; pocket billiard exhibition by Tom "Dr. Cue" Rossman; and "Mr. Simon Sez" Bob Schaffer.

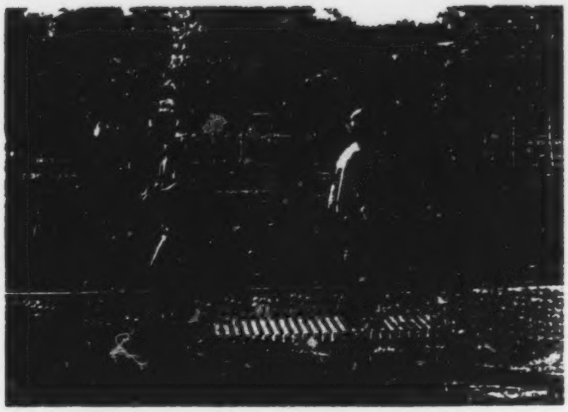
▼ Harlequin Productions presented "Baby with the Bathwater."

Faculty & Staff

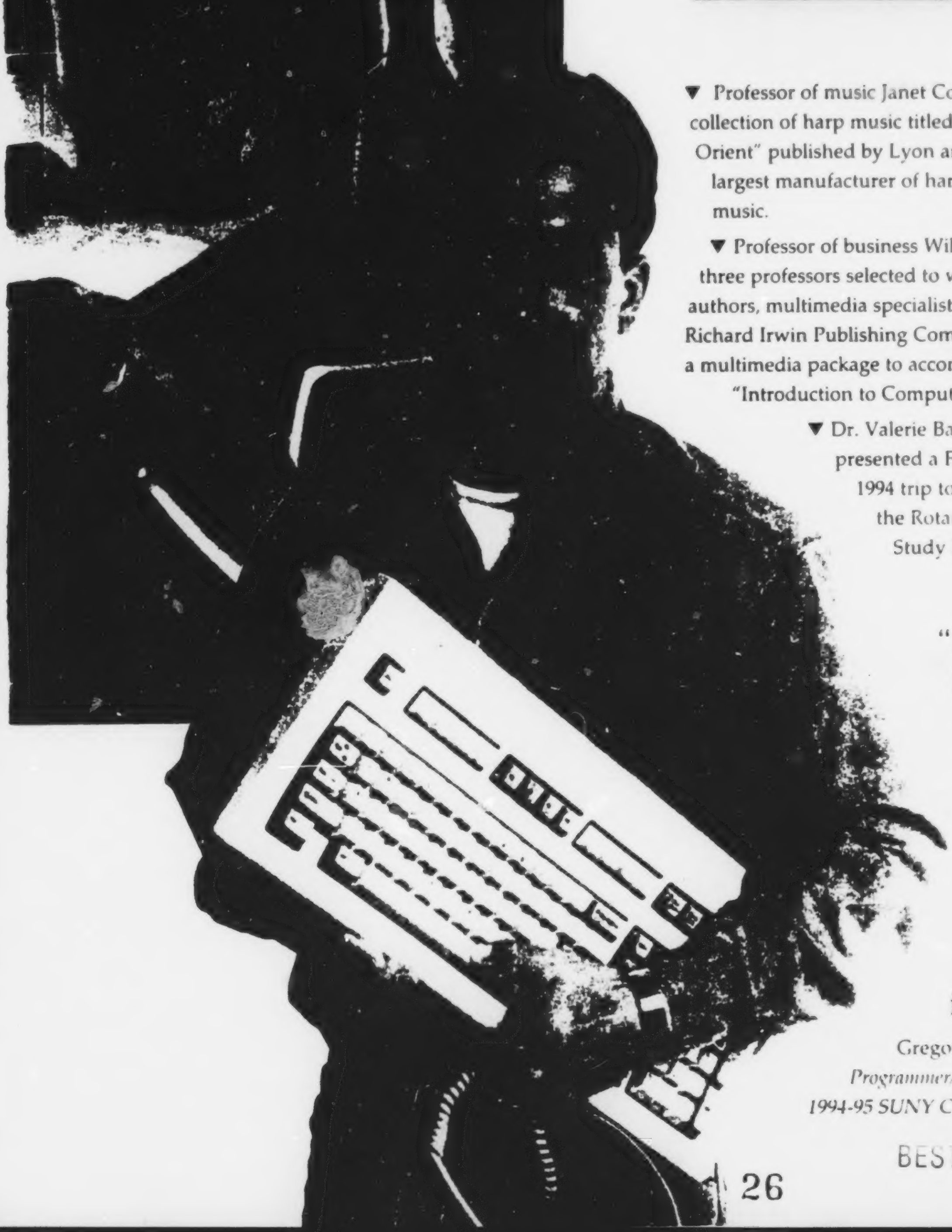
The newly established Faculty Resource Center provided an environment where faculty could effectively assess software which routinely accompanies textbooks, incorporate multimedia into classroom presentations, utilize interactive computer processes, and create color presentations. Almost 50 workshops designed to orient users to the Center and its potential were conducted.

Individual professional accomplishments included:

- ▼ Professor of business Donald Griffin received the SUNY Chancellor's Award for Excellence in Teaching.
- ▼ Programmer/Analyst Gregory Szczepanski received the SUNY Chancellor's Award for Excellence in Professional Service.
- ▼ Professor of English Howard Nelson presented a paper titled "The 60/40 Rule: Using Personal Narrative and Reflection as a Way of Helping Students Understand and Write about Literature" at the annual convention of the Northeast Regional Conference on English in the Two-Year College.
- ▼ Coach Jim Cranfield was named NJCAA Region III Women's Cross Country Coach of the Year for the second consecutive year after his team placed second at the Region III meet.
- ▼ Associate Professor of nursing Vicki Condie was one of ten nursing faculty selected statewide to participate in the NYS Nurses Association Legislative Curriculum Invitation Workshop.
- ▼ Professor of English Blaine Moody was the keynote speaker at Tompkins-Cortland Community College's annual Journalism Day.
- ▼ As chairperson of the South Central Research Library Council's Regional Automation Committee, Technical Services Librarian Martha Lollis was selected to participate in a NYS Library focus group discussing the statewide "Electronic Doorway Library" project. The project seeks to accelerate the use of new information technologies, particularly communications technologies, among all types of NYS libraries.



- Professor of music Janet Correll had a new collection of harp music titled "Flowers from the Orient" published by Lyon and Healy, the world's largest manufacturer of harps and publisher of harp music.
- Professor of business William Barth was one of three professors selected to work with textbook authors, multimedia specialists and editors at the Richard Irwin Publishing Company to design and revise a multimedia package to accompany Irwin's "Introduction to Computer" textbook.
- Dr. Valerie Bauhofer, IHEP director, presented a Faculty Forum on her 1994 trip to northern India as part of the Rotary Foundation's Group Study Exchange Program.



> "It has been an honor to be able to serve and grow, both professionally and personally, with this fine institution."

Gregory Szczepanski
Programmer/Analyst
1994-95 SUNY Chancellor's Award recipient

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Of Special Note

- Cayuga's Preschool Center earned accreditation by the National Academy of Early Childhood Programs. The Academy recognizes outstanding Early Childhood programs which meet national standards of quality.

- The College was honored by the Greater Fulton Chamber of Commerce with a Business Leadership Award "... in recognition of its great strides in providing higher education opportunities to local residents through creation of the Fulton Campus."

- An updated analysis of the College's economic impact revealed that during 1993-94, the impact in Cayuga County exceeded $15 million. This represents nearly an 8 to 1 return on Cayuga County's investment in the College.

- The Norman F. Bourke Memorial Library received a grant of $1110 from the New York State Division of Library Development through the South Central Research Library Council to subsidize delivery services for faculty, staff and students.

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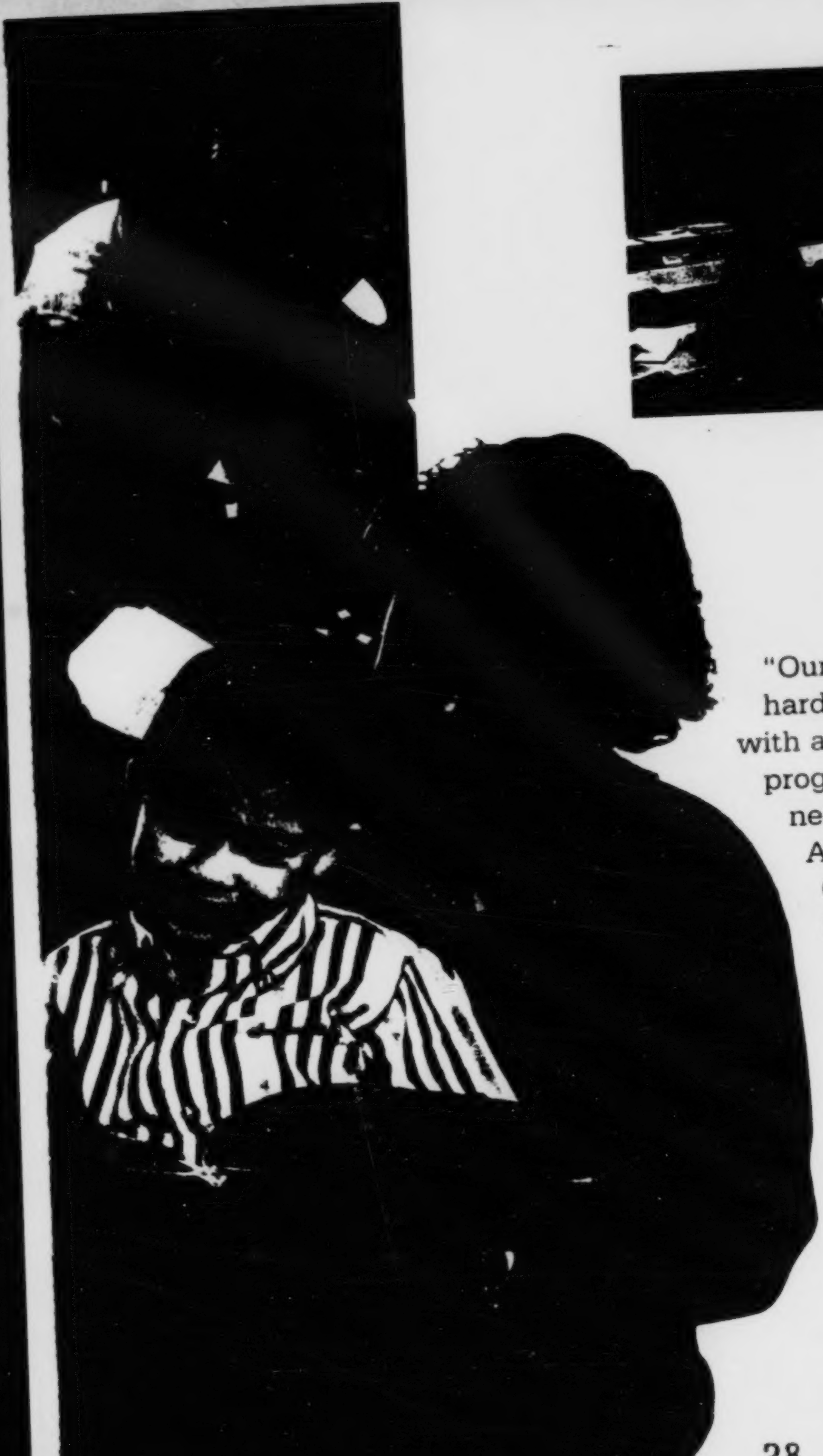

"Our staff works very hard to provide children with a high quality program which is needed to meet the Academy of Early Childhood Programs criteria."

Elizabeth DeFurio
Preschool Center Director

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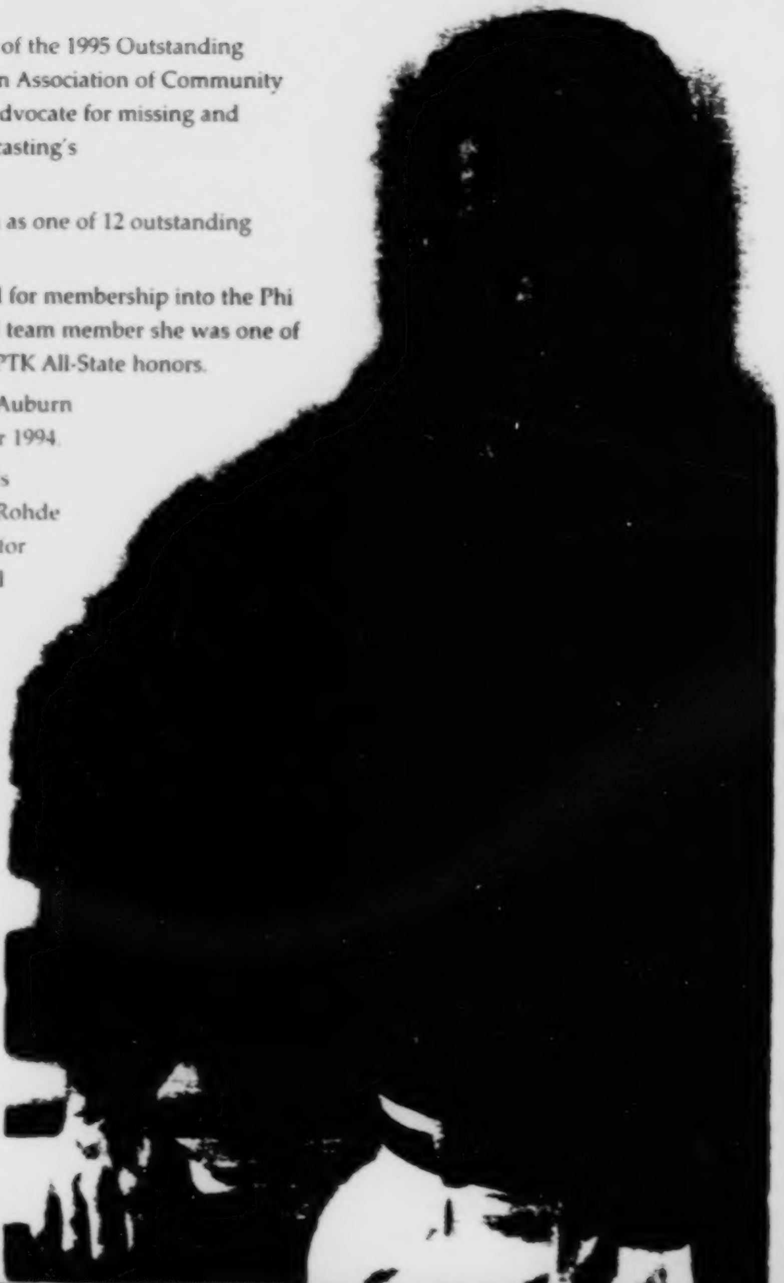
ACCESSIBILITY for the Future

Alumni

- John Walsh ('65) was selected as one of the 1995 Outstanding Alumni Award honorees by the American Association of Community Colleges. Walsh, who has long been an advocate for missing and exploited children, is host of FOX Broadcasting's "America's Most Wanted."
- Donald Sage ('69) earned recognition as one of 12 outstanding teachers in Illinois.
- Dena J. Simonds ('94) was nominated for membership into the Phi Theta Kappa All-State Team. As a second team member she was one of 30 New York State students selected for PTK All-State honors.
- Beatrice Connor ('86) was selected as Auburn Memorial Hospital's RN of Distinction for 1994.
- The 1995 Alumni Association's awards program recognized Marilyn R. Higgins-Rohde ('73), director of Economic Development for Niagara Mohawk Power Corporation and Professor William Komanecky ('58), Cayuga's math/science/engineering science division chair.

"I have often reflected back on how important my start at a community college was."

John Walsh, '65
Host of FOX Broadcasting's
"America's Most Wanted"



John Walsh

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"Currier Plastics' success is directly attributable to the high level employee training provided by Cayuga's Business and Industry Center."

John Currier, President
Currier Plastics

Business & Industry

▼ As a partner in the Alliance for Manufacturing Competitiveness, Cayuga's Business & Industry Center (BIC) assisted in the development and delivery of certificate programs in Team Building and Management Communication Skills. The Alliance also presented a "Best Practice Lecture Series" for area businesses with topics including strategic planning for small and midsized companies, leading people who lead themselves and the information superhighway.

▼ BIC hosted monthly business executive networking roundtables facilitating discussion on hiring practices, employee performance evaluations, affirmative action plans and coaching.

▼ BIC developed and offered a three-phase Plastic Injection Molding Certificate designed to provide plastics production workers, technicians and managers with area-specific training.

▼ Economic Development Training Skills Program Grants totaling $109,634 were secured to help fund ISO-9000 certification training for a partnership of five manufacturing firms within the City of Auburn's Economic Development Zone, "Statistical Process Control" training for Auburn Steel Company employees, and skill upgrade training for Owens-Brockway employees.

▼ Established the Finger Lakes Environmental Compliance Network in cooperation with Jamestown Community College and hosted an information seminar to assist those responsible for company environmental and safety issues.

▼ BIC hosted Lt. Governor Stan Lundine for the signing of the Strategic Partnership Agreement. Cayuga's BIC was chosen as the signing site based on its reputation for partnerships with area businesses and industries.

ACCESSIBILITY to the Future

The Cayuga County Community College Foundation

A very responsive and generous community of friends enabled the Foundation to exceed its three-year announced goal for "Sustaining Excellence: The Campaign for Endowments," raising in excess of $1.5 million by the end of the campaign's second year.

Newly endowed scholarships established during the past year included the Joseph S. Fleszar Memorial Scholarship recognizing a returning sophomore who has demonstrated excellence in electrical, electronics or computer technology and the Thomas D. and Wilhelmina M. Stapleton Scholarship given to a returning sophomore who has demonstrated a significant contribution to student welfare and the welfare of the campus community. Additionally, the Auburn Players Community Theatre established a new scholarship to recognize an incoming freshman interested in pursuing the study of theatre arts.

Alumni participation in the Annual Fund reached record numbers (1629) and contributions ($53,098), with $24,000 in special gifts which were matched by the Emerson Foundation challenge grant, resulting in more than $100,000 to various endowments. The Alumni Association also added $10,000 to its existing endowed scholarship fund and awarded the fund's first scholarships during the fall of 1994.

Campus capital renovations, supported by the Foundation with funds derived from the 1987-89 Capital Project Campaign, included conversion of a Health-Business-Technical Building first-floor lecture hall into a small recording studio. This studio now serves as the principal lab for the new telecommunications: radio-audio production degree program.

"Sustaining Excellence: The Campaign for Endowments has resulted in a significant number of new endowed scholarships being created, while existing scholarships have been increased, further enhancing the benefits derived for the students of Cayuga."

Pamela Kirkwood
President, CCCC Foundation

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SUNY Special Report

State University of New York — Albany, N.Y. 12246

'On the move'

THE COMMUNITY COLLEGES OF STATE UNIVERSITY OF NEW YORK

September 1984

State University of New York's 30 community colleges are on the move.

They are contracting with industry to serve the needs of new companies and of seasoned workers, becoming first colleges for thousands of young transfer students, and reaching bypassed constitutencies whose regular patterns of life and learning have been disrupted.

Two of the largest New York State community colleges each have three campuses and anchor the southeast (Suffolk County Community College) and the western (Erie Community College) reaches of the state-wide network. The community college network also spans the state from Jamestown Community College near the Pennsylvania border in southwestern New York to Clinton Community College on Lake Champlain's northern shore.

New York's community colleges enrolled a record 184,000 credit course students last fall and with non-credit enrollment, they served more than a quarter of a million New Yorkers. As the fastest-growing segment of our colleges and universities, the community colleges lead all sec-

One of a series of *Special Reports* describing education-research-public service activities of State University of New York campuses in a major subject area. Produced by the Office of University Affairs and Development. Extra copies are available on request. 518/473-1825.

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tors of higher education in enrollment increases. SUNY's community colleges have astounded the experts by setting new enrollment records for six years in a row, beginning with 1978.

The low-tuition bargain which SUNY's community colleges represent is only one of the reasons for their phenomenal growth. New Yorkers contemplating enrolling at a SUNY community college can choose from 300 different curricula.

One need only look at the titles of some of the curricular majors at SUNY community colleges to get an idea of their relevance to today's high-paced, high-tech society. There are majors in aerospace technology, laser-electro-optics, plastics polymer technology, computer science, programming materials technology, visual communications technology, and travel and tourism.

But the community colleges also deliver courses of study for young and older students who plan to transfer to public and private colleges for baccalaureate and post-baccalaureate studies. Among the most popular of all SUNY community college curricula are the "university parallel programs" in the liberal arts and science.

One of the key factors in the popularity of community colleges in New York State and throughout the nation is their accessibility. Community colleges exist to give as many students as possible the opportunity for a higher education, instead of making college a restrictive, exclusive experience. There are more than 1,200 community and junior colleges throughout America today with a combined enrollment of more than 4,000,000 students.

Through their Full Opportunity commitment, SUNY community colleges have agreed to accept all students from their sponsorship areas who apply the year they graduate from high school or after they have served in the Armed Forces or received equivalency diplomas.

Recent statistics from State University's Office of Institutional Research reveal that SUNY's community college campuses enroll nearly as many part-time students as full-time, 95,929 full-timers and 88,919 part-timers. The community college student body is an amalgam of recent high school graduates, working adults, transfer students from other colleges, evening and weekend students, "contract course" students who work for local industries, and non-credit students taking advantage of mini-courses, "Winterim" courses, and special workshops.

Because they serve students from a wide spectrum of preparation and experience, community colleges specialize in counseling, academic advising, tutoring services to help students with particular problems, and learning skills centers. Twenty-one of the 30 campuses have Educational Opportunity programs on their campuses which deliver counseling, tutoring and economic assistance to disadvantaged New Yorkers who might not otherwise have been able to afford a college education.

In a prospectus on the history of Broome Community College, Assistant to the President Marvin Behr observed that community colleges are attractive alternatives to students who failed to meet their objectives at four-year colleges.

"Many youngsters are not mature enough to go away to college right after their high school days," he said. "But failure becomes a learning experience for them and frequently a strong sense of motivation to succeed, given a second chance. Community colleges have recognized this, made the second chance available, and been proved correct."

The community college story in New York State began in 1946 when five State Institutes of Applied Arts and Sciences — all of which have evolved into community colleges today — were established. The experiment proved most successful, and the Community College Law, passed in 1953, paved the way for the many additional community colleges in New York, a total of 30 in State University and eight in the City University system. It transferred sponsorship of the colleges to local sponsors, with the funding distributed among the State, the sponsor and the students.

The wisdom of the one-third-one-third-one-third concept was to prove its effectiveness, as neither the sponsors (usually counties or combinations of counties) nor the students nor the State must shoulder the whole burden for operating the 30 campuses. In a total operating budget of $425.6 million in 1982-83, the State provided $138.7 million, the students $130.3 million and the sponsors $91 million, with $65.6 originating from other funding sources.

A *New York Times* series on State University in 1981 declared that the community colleges were rapidly shedding their previous role as stepchildren of the SUNY system to become "the most robust members of the University family."

This SPECIAL REPORT will deal with the contributions community colleges make to their communities, examine the craft of teaching as practiced on the community college campuses and identify some of the most significant developments under way throughout the SUNY system.

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SPECIAL REPORT

Business and Industry

Corning's Business Development Center

by Donald H. Hangen

The realization of *Corning Community College's* Business Development Center exemplifies a unique partnership with business, industry and the professionals. The CCC Business Development Center, located in downtown Corning, is dedicated to the economic development of the Southern Tier of New York State.

The primary purpose of the center is to provide to industry specific education and training programs for existing and future regional business, industry and professionals. The emphasis of this training effort is to improve the productivity of the local work force by training and retraining current-future employees to be conversant in the new technologies such as Computer Assisted Design/Computer Assisted Manufacturing, Robotics and Electronic Office Systems.

An initial benchmark in realizing the center's mission was set when 60 design engineers and draftsmen from across the northeast became familiar with and developed operational skills in the latest in CAD/CAM software. A comprehensive industrial robotics laboratory is scheduled for operation by January 1985.

> *". . .Corning Community College's Business Development Center, which will serve Schuyler-Chemung and Steuben Counties, wisely recognizes the transition taking place in the country from heavy industries to high technology and service business. . .Responding to the changing business scene requires innovative thinking and that's something that certainly doesn't appear to be in short supply when it comes to thought behind the center."*
>
> Elmira Star-Gazette

In an effort to be in the forefront of technology, 15 computer center employees and faculty took part in a four-day electronic office training program. The instructor brought to the Corning area the latest developments from National Information Systems in California. Because all classrooms are computer accessible the participants enjoyed the conveniences of state-of-the-art instructional classroom resources as well as computer terminal usage specially set up to accommodate the program.

The educational and training activities of the center will be diversified to bridge the needs of various sectors. Concurrent with the CAD/CAM program, 43 regional dentists and dental assistants took part in a series of programs conducted by nationally prominent specialists. Programs are currently being developed to continue the inaugural training activities and to introduce new series in business and finance, small business operation and art glass engraving.

BOON TO CORNING AREA — Business executives from the three-county area served by Corning Community College are pictured attending a class at its new Business Development Center, dedicated to training local employes toward increasing productivity.

Because the center is the only regional comprehensive site housing the latest in CAD/CAM, robotics and electronic office systems equipment, it will have another economic impact. Local businesses and industries which need these advanced technologies but don't have the necessary resources will be able to utilize the center's advanced facilities. Also, local firms which face an unplanned overload on their resources may access the equipment temporarily.

Upon completion, the center will house classroom and laboratory facilities plus two other distinctive features. A 170-seat amphitheatre will be available for meetings, presentations and other business, industry and community functions. Because of the rapidity of information expansion and the need to keep abreast of the most current technological developments, an electronically based library and information center will be available to extend the benefits of technology transfer to regional employers.

The concept for and fundraising to provide the building emanated from the Corning Community College Development Foundation. Its board is comprised of forward-thinking regional leaders who have helped forge a strong operating partnership between CCC, business, industry and professionals.

Dr. Hangen is president of Corning Community College.

Business and Industry

Onondaga and the Technical Trades

by Ellen R. Hurley

A program recognizing the extensive educational commitment of certain trade apprenticeships as well as establilshing a new career path for high school graduates and direct employment avenues for high school graduates has been announced by officials of business, industry and education at Crouse-Hinds Electrical Construction Materials headquarters in Syracuse.

The announcement culminated months of effort and cooperation involving *Onondaga Community College* and representatives of Syracuse industries. "It has been through the enthusiasm and support, particularly of OCC, the New York State Department of Labor, the Tool and Die Association and the American Society for Training and Development, that we are able to announce this program which is being submitted to SUNY for establishment within the system," Edward J. Dunphy, Jr., Crouse-Hinds vice president, commented.

A new degree, Associate in Applied Science in Trade Journeyman/Apprentice Training, would be established at Onondaga.

With its implementation, journeymen and women from apprentice programs at Crouse-Hinds and Arrowhead Group will be able to take additional courses of study leading to the associate degree. The program acknowledges the value of thousands of hours of supervised on-the-job training and related course work that these trained apprentices complete as they earn the journeyman certificate.

College officials look upon the combination of practical and theoretical training as the best possible route toward present and future employability and for upward mobility in today's evolutionary job market.

For Crouse-Hinds and industry, the degree also has special meaning. There will be an increased emphasis and awareness of the technical trades at the collegiate level. More people of all ages will be encouraged to pursue these fields, which have long been the heart of American industrial endeavors.

Ms. Hurley directs Onondaga's Public Information Office.

Business and Industry

Broome's Corporate Service Program

by Marvin J. Behr

Thirty-eight years after it was established as one of five two-year schools to prepare returning war veterans for employment, *Broome Community College* still finds itself in the vanguard of serving industry and technology

BCC has earned a leadership reputation through its Corporate Service Program, the introduction of word processing, its computer facilities, and introduction of Computer Aided Design/Computer Aided Manufacturing (CAD/CAM). Broome was the first community college in the state to introduce a CAD/CAM program in 1982 and one of the first to offer a transfer degree program in computer science.

The Corporate Service Program offers courses, consultant services, and other special services to industry, large and small businesses, government agencies and school districts to help them meet particular needs. It is part of the college's commitment to local economic development, which complements State University's growing emphasis on public service, and is an outgrowth of the Center for Community Education which was developed in 1982.

BCC had 3,926 people registered during the 1982-83 college year, as 42 contracts were written for these services. Such courses have been given as management skills, retirement planning, safety training, technical skills, micro-processors and "How to Sell to Tough Customers."

> *"The college's placement record has been proof of the success in fulfilling its mission to prepare graduates for immediate employment or for transfer to four-year colleges. In each of the last half dozen years, between 87 and 90 percent of the graduates have either found jobs or been accepted at four-year colleges in the third year."*

The Center for Community Education, which conducts the Corporate Service Program, offers an open-enrollment component of its non-credit offerings These include special career development programs, mini courses and "College for Kids and Teens" courses that have become more popular each year

The college's placement record has been proof of the success in fulfilling its mission to prepare graduates for immediate employment or for transfer to four-year colleges. In each of the last half dozen years, between 87 and 90 percent of the graduates have either found jobs or been accepted at four-year colleges in the third year

Continued on page 6

SPECIAL REPORT

Business and Industry

Mohawk Valley's Executive Forum

by Robert G. Lacell

The objectives include timely, targeted services for business and industry, and close ties with community leaders.

For *Mohawk Valley Community College*, the means of achieving these ends have included the Mohawk Executive Forum and the MVCC Productivity Center.

The Mohawk Executive Forum came first, organized in 1980 as a subsidiary of the Mohawk Valley Community College Foundation. Today, the group includes more than 170 of the Utica-Rome area's business and industry leaders.

One of the Forum's primary activities has been a series of distinguished speakers, bringing at least four nationally-known figures to the Utica-Rome area each year. Among those who have addressed the Forum members are Marcolm Toon, former U.S. ambassador to the Soviet Union; economists and presidential advisors Alfred Kahn and Paul McCracken; Maureen Reagan; Dr. William Freund, chief economist for the New York Stock Exchange; General David Jones, former chairman of the joint chiefs of staff; Dr. James Hayes, board chairman of the American Management Association, and newsman David Brinkley.

Most recently, Forum speakers have included MIT economist and national columnist Lester Thurow, and SUNY Chancellor Clifton R. Wharton, Jr.

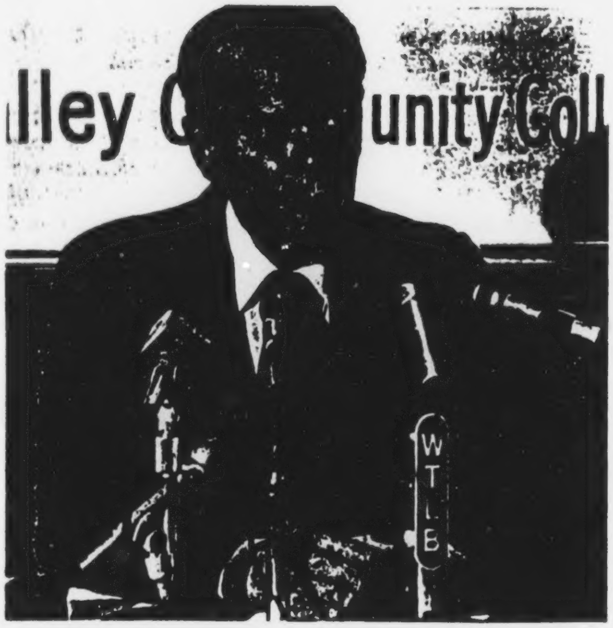
The Mohawk Executive Forum has also worked with Cornell University on a major study of economic growth opportunities in the Oneida County area, and has conducted programs on foreign trade, energy conservation, lasers and productivity.

A continuing interest by Forum members in productivity improvement has led to the formation of the MVCC Productivity Center, now part of MVCC's Division of Community Services. Each year, the center designs and conducts specially tailored training programs for business and industry, serving as many as 30 companies annually.

Examples of Productivity Center programs include employee motivation instruction for supermarket managers, bankers and nursing home employees; sales training for a brewery and a printing firm; and statistical quality control for local engineers and technicians. Seminars have also dealt with purchase of a computer, advertising, and customer service.

The benefits of the Mohawk Executive Forum and the MVCC Productivity Center flow in both directions. For business and industry, these activities provide improved access to college programs, and an opportunity to help shape those programs for maximum community benefit. For MVCC, there is improved insight into contemporary business practices and needs, and the kind of professional and personal relationships with community leaders which can prove invaluable in admissions, program development, faculty recruitment, government relations and private-sector development efforts.

Mr. Lacell is director of institutional advancement at Mohawk Valley Community College.



FAMILIAR FACE — Among the most well-known speakers at Mohawk Valley Community College's Mohawk Forum was newsman David Brinkley, shown at a Utica appearance in 1982. Mr. Brinkley spoke on Middle East trouble spots, United States-Soviet relations and gave his views on the track record of the Reagan Administration.

Broome . . .

Continued from page 5

Because community colleges are primarily teaching institutions, Broome has a faculty with an excellent reputation for its work with students in the classroom and laboratories. While there is some research and publishing of books among the faculty, the major emphasis is on teaching. One of the faculty members is, in fact, a leader nationally in the academic accreditation in the high tech field. Robert L. Reid, chairman of the Electrical Engineering Technology Department, has been an officer, team chairman and board member on the Accreditation Board for Engineering and Technology, and the Technical Accreditation Commission for 11 years.

With enrollment up more than 50 percent in the last seven years, Broome is taxing its campus capacity. Relief is on the way, however, as New York State and Broome County, the college's sponsor, have agreed to fund the construction of a new applied technology building and the expansion of the student center, expected to be completed by the fall of 1986.

Mr. Behr is BCC's director of public relations.

Business and Industry

Ulster County's Development Center

by Jim Haviland

The Development Center for Business at *Ulster County Community College* has proved to be a successful marriage between the college and local business and industry.

The center was conceived by UCCC to bridge the gap between the academic and business worlds with courses designed specifically for business needs. The development center has a full time staff of two, but in less than two years it has had a significant influence on the community. This past fall some 40 credit-free courses were offered by the center.

The center's methods are multifaceted. Credit free courses on campus are designed to help the professional keep current in his or her field. Roundtable discussions for professionals and business people provide a casual seminar approach, centering on subjects of specific interest to the commercial world. The center also deals directly with business by tailoring courses for employees that are given at the work site.

Businesses of all types have made use of the center. Everything from computer-oriented companies to health care institutions need to have employees updated in both skills and orientation.

In addition to serving business and industry through its Development Center for Business, UCCC this spring became involved in a rescue mission after one county business firm, Channel Master, announced plans to close its Ellenville plant, throwing 400 employees out of work.

The college, along with other appropriate State agencies, will test and counsel all interested, dislocated workers in order to match them with existing openings or training programs. In addition, they will seek to identify the needs of possible new employers and attempt to implement short and long-term training programs for prospective employers.

Many employees, as well as their children, have expressed an interest in enrolling in higher educational programs regardless of what happens to Channel Master, and UCCC is working to accomodate them.

Mr. Haviland is Ulster County Community College's director of community relations.

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Community College Teachers

What is the stuff of which a good community college professor is made?

Community college faculty vary about as much as their students in age, sex, race, interests and approach to their subject matter. They range from the practical hands-on technician to the abstract theorist, from the professor who believes teaching is his or her one, absolute mission to the researcher, from the traditionalist to the innovative professor who uses programmed learning, teaching machines and sophisticated electronic presentations.

Students, other teachers, presidents, trustees and community college faculty themselves were asked for their ideas on classroom effectiveness.

Community college faculty on campuses in different parts of the state, many who had had no contact with each other, repeatedly stressed two common objectives — that the whole student grow and progress, inside and outside of the classroom, and that instruction be individualized so that every student can have the opportunity to succeed.

Smith

Rikhoff

Davis

Grabiner

Gerald Smith, professor of mathematics at *Cayuga County Community College* and president of SUNY's Faculty Council of the Community Colleges, believes community colleges cater to "what I like to call late awakeners."

"Some of our students have come up against a red light some place along the way which has halted their learning. We try to get them into the green mode once again."

Thomas Lembke, professor of robotics at the *City Campus* of *Erie Community College*, was one of many faculty asked to compare the role of community college professors with those of faculty in large colleges and universities.

"Our primary concern is teaching, the training of students for immediate job skills," Mr. Lembke said. "But you won't find community college professors critical of the research emphasis and 'frontiers of science' inquiry at the large university centers," he said. "We need the benefits of their findings and we have good working relationships with our colleagues on those faculties. We go to the universities ourselves for our own advanced education."

Jean Rikhoff, professor of English at *Adirondack CC*, calls the community college movement one of the most revolutionary political movements of the 20th century. "It allows vast numbers of people who would otherwise have no such expectations to receive the education that will provide an opportunity to change their social strata," she observed. "People in the category once thought of as 'middle age' are returning to school and revitalizing their lives not only in pursuit of new careers but in the enrichment of their personal lives — an extraordinary education revolution on many levels."

> *"Teaching such a heterogenous student population challenges the instructor to find approaches and techniques that relate not only to the academic sphere but to a spectrum of interests and goals that is diverse and compelling."*

Barbara Davis, professor of Spanish at *Onondaga*, believes community college students more apt to have had a much broader range of experiences, abilities, concerns, and outside-of-class activities than four-year college counterparts. "Teaching such a heterogenous student population challenges the instructor to find approaches and techniques that relate not only to the academic sphere but to a spectrum of interests and goals that is diverse and compelling. Teaching in a setting where there are fewer norms and expectations is liberating and exciting. For those who see education as a 'leading out,' the community college is a wonderful place to be."

Dr. **Gene Grabiner**, an instructor in a social sciences unit at *Erie Community College's North Campus*, is developing a new general education course for students from all three Erie campuses under a National Endowment for the Humanities grant.

He believes that because community colleges tend to be centers of organization and culture for their communities, they give students a great "communitarian

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Teachers . . .

Continued from page 8

Havens

Doehring

Misner

Lohnes

Fenlon

sense." He uses a style of teaching which individualizes instruction, a repetitive use or restatement of salient facts to emphasize important points in the material.

Deborah Havens, a former physical education teacher turned data processing instructor at the *Community College of the Finger Lakes,* said that at the University Center at Albany, where she earned her master's degree, most of the students seemed to have come directly from high school. "Here our average age is 28," she declared. "We have people who've been out in the world, lost their jobs through automation, who need retraining to find better positions." Motivation is also different, she finds. "Adult students feel a C is not good enough."

> *"Community college faculty (throughout the SUNY system) repeatedly stressed two common objectives — that the whole student grow and progress, inside and outside of the classroom, and that instruction be individualized so that every student can have the opportunity to succeed."*

Walter Doehring, professor of accounting at *Genesee CC,* is a charter member of that faculty, joining the college in 1967 in what was a renovated department store. A staunch believer in the community college movement, he feels too much of the teaching at the lower division level in large universities is done by graduate students.

"It takes too long for a student to get to where the top teachers are, and once there, undergraduates often find that the brightest faculty members' interests are in research." Moreover, he has found that community college graduates who transfer to larger colleges often do better in their advanced work than non-transfers, simply because of their strong foundations at the two-year colleges.

Excellent teaching at Genesee is no coincidence. President **Stuart Steiner** pointed out that from the time the Chancellor's Award for Excellence in Teaching was started in 1972 until it was temporarily discontinued 11 years later, GCC was the only community college and one of the very few campuses in the entire University to win at least one Excellence in Teaching citation each year.

At *Ulster County CC,* **Fredric Misner,** chairman of the mathematics, science and technology departments, said simply that a community college teacher's first mission is to teach, to communicate ideas with greatest clarity, and to be highly aware of the teaching-learning process within the classroom. Another objective of the community college professor should be awareness of campus-wide academic requirements and concerns, instead of solely dealing with the interests of a single subject or department, he reiterated.

On *Erie's City Campus,* **Kay Lohnes,** coordinator of the Child Care Unit, spoke of the close contact with students.

"If a student is absent, I ask, 'Where were you?'" Ms. Lohnes admits. She counts about half of her students as single parents and doesn't hesitate to interject herself into a non-academic situation. One of her greatest rewards, she confides, is to have her students admit to her that their training at ECC has broadened and improved their relationships with their own children.

Mark W. Fenlon, professor of biology at *Jefferson,* commented on the same type of special learning relationships. "In a community college," he noted, "the same faculty member teaches both lecture and lab portions of a course and can better evaluate and develop the potential of the student." And the older mean age of the community college student, he believes, often results in a greater appreciation of current advances in a subject area.

Bill Banaszewski, at *Finger Lakes* for 16 years, started its environmental conservation program there in 1970 with a class of 20 students. By the mid 1970s, there were 130 new freshmen joining the program each year.

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Teachers . . .

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Ferington

Canale

Baumeister

Herman

Britton

"You know every student in your program by name," he said, "and in some ways, that makes the teaching task harder. I've had Ph.D.s, back for retraining, in my classes right beside open admission students." The average age of students in his program, which prepares fish and wildlife technicians, rangers, and State Parks personnel, is 29.

At *Niagara County CC,* **Paul Ferington,** chairman of the Division of Fine Arts and associate professor of music, said his objective is not only to make his students well-rounded musicians but well-rounded human beings. After completing his graduate work at the University of Cincinnati in 1972, he took a job with NCCC's new music program and has been there 11 years. "I enjoy every day of being here," he admitted. "It seems more like 11 months."

"We feel a great responsibility for our students to learn," **Joyce Eckhart,** assistant professor of mathematics at *Finger Lakes,* said. "Although we (CCFL faculty) all post our office hours, I notice all of us are around here a lot more than the posted times, offering help, counseling, reinforcing."

Dr. **Louis Canale,** professor of retail management and marketing at *Genesee Community College,* is president pro tem of the Batavia City Council, serving in his seventh year. He believes community college members should be active in community affairs, political or non-political.

Dr. Canale, who doesn't even receive $1 a year for his service on the non-salaried council, is active in a great many clubs and organizations and still directs his own orchestra. Embroiled with the rest of the council in a public debate over a sewage treatment plant for Batavia, Dr. Canale doesn't hide from controversial issues.

"Public experience," he believes, "adds respect. Will Rogers once said that a person who has no enemies is a person who never did anything. The rewards of community involvement can't be overstated."

> *". . . (the community college movement) . . . allows vast numbers of people who would otherwise have no such expectations to receive the education that will provide an opportunity to change their social strata. People in the category once thought of as 'middle age' are returning to school and revitalizing their lives not only in pursuit of new careers but in the enrichment of their personal lives — an extraordinary education revolution on many levels."*

Erie City's **Arthur G. Baumeister,** coordinator of its paralegal department, practiced law for 25 years and entered teaching as a second career. Now his program has 180 students who want to become lawyers' assistants or go into fields in which a legal background is helpful — real estate, insurance or civil service.

Mr. Baumeister believes a community college teacher has to be especially sensitive to the needs of older returning students who may have forgotten how to study and lack confidence.

"You have to know whether to reason with them, stroke them, or, in some cases, holler," he admitted. "Above all, our task is to encourage them to progress in an academic atmosphere."

Corning's **Edward F. Herman,** professor of electrical technology, commented, "Some of our students would be outstanding scholars at Harvard or Cornell, but for many others simple mathematics and English are obstacles. Our mission is to create a learning environment in which students with a wide range of ability and preparation can succeed — in the same classroom at the same time."

At *Fulton-Montgomery CC,* **Anita Britton,** assistant professor of food service administration, brought the know-how of working in food services for the Lake Placid Olympics to her Johnstown classes. A $39,000 Vocational Education Act grant for which she applied provided FMCC's recently installed food service laboratory.

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Teachers . . .

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Ms. Britton notices that students at Fulton-Montgomery tend to become close friends. "They have an excellent rapport with one another not always found at a larger institution," she observed.

One of the greatest rewards for community college faculty, according to humanities professor **Thomas J. Baker** at *Schenectady County CC*, is the luxury of placing an emphasis on teaching. "Since we don't have the pressures to conduct research or seek grants that four-year institutions have, we can spend more time with students, both in and out of class. With an average class size of 25 to 30, compared to possibly several hundred in an introductory class at a four-year institution, we also are able to know our students on a personal level."

Michael D. Outram, coordinator of *Erie City's* data processing department, put it differently. "Our mission is to get people into the business community and to do the job immediately," he said. "We teach for the real world, not the next level."

The academic growth of many community college students is a direct result of caring, according to **Richard A. Lombardo**, who chairs *Onondaga Community College's* department of criminal justice. "We have the commitment of spending *time* with the student," he said, "and this spending of time really lets the student know that he or she is cared about."

Donald Emmeluth, associate professor of biology at *Fulton-Montgomery*, is also chairman of the National Association of Community College Biology Teachers. He joined the faculty in 1964 and has the unusual experience of having one of his first high school biology students and two of his former college students as FMCC colleagues.

While Fulton-Montgomery has added greatly to its technical curriculum, Mr. Emmeluth believes liberal arts is an essential component of any college program. "It's a nice wedding; the technical and the cultural need each other." While he consults regularly with industry and admits a non-academic career might be more lucrative, he wouldn't return to business. "The longer you serve on a faculty, I think, the more you adopt intrinsic values instead of extrinsic ones."

> *"That first stride can be a big one for someone who has 'stepped out' of the educational structure for a while. It's a much longer step than the one many of them take later when they enter a four-year institution."*

A position on the Alumnae Council of William Smith College resulted in a major career change for **Patricia Lussow**, director of career counseling and placement at *Fulton-Montgomery*. She felt that in the early 1970s William Smith didn't sufficiently counsel or direct its women graduates. Now, at Finger Lakes, she is in charge of summer and part-time employment opportunities for students, teaches a career exploration course, runs a class visitation program, and operates a Career Exploration Day for 20 high schools each year, involving 800 students and representatives of 30 career areas.

Placement isn't a major problem for the students of **Ray C. Ladrach**, a member of *Genesee's* engineering technology faculty. A former employee of Xerox, he joined Genesee in the fall of 1983 under a Vocational Education Act grant to establish a computer repair technology program. "As a designer, not a research person, I prefer a post at a community college where teaching is primary," he noted.

Another community college veteran is **Pat Zanzano**, professor of technology at Niagara County Community College. He finds the wide variety of backgrounds of NCCC students a challenge and the task of a community college teacher to be one of constantly improving standards. For him the greatest opportunity for learning takes place in the laboratory.

Outram

Emmeluth

Lussow

Ladrach

Zanzano

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Teachers . . .

Continued from page 11

Schwartz

Kusek

Argento

"Lab sessions force students to be curious, to do things on their own and to arrive at their own conclusions, not to accept the formulae of a faculty member," he explained.

Andrew Schwartz academic coordinator for the Hotel Technology Division at *Sullivan County CC*, believes one of the biggest tasks of community college teaching is to "relate the needs of the subject with the basic entry level skills needed in everyday performance, while keeping the needs of the community and the institution in mind. Quite often it is a marriage of different individuals with different levels of competence that need to be stimulated toward a common goal, that of increasing the value of the student to himself and to the community at large."

At *Fulton-Montgomery*, Associate Dean for Continuing Education **Robert Kusek** believes that the step a community college student takes when entering is one of the longest of his life. "That first stride can be a big one for someone who has 'stepped out' of the educational structure for a while," he said. "It's a much longer step than the one many of them take later when they enter a four-year institution."

Chris Argento, instructor of hotel/restaurant technology at *Nassau Community College*, said that like other students, many at the community colleges "need to be pushed a little to make the second effort that will insure their success.

"Here at Nassau," he noted, "there is a closeness, almost a family relationship that gives me an opportunity to get under their skins, to strip away the defense mechanisms so we can begin the learning process."

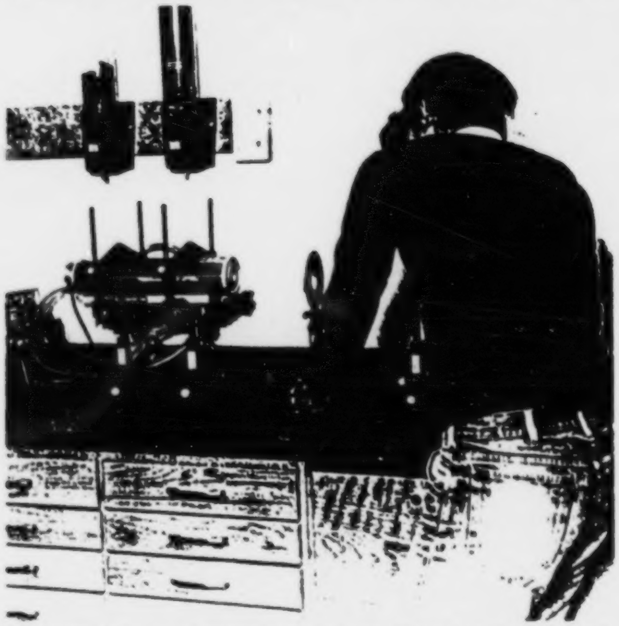
High Technology

Hudson Valley's Laser-Electro Optics

by Oscar D. Barker

Starting salaries in the $20,000 range are in the offing for graduates of the laser-electro optics program at *Hudson Valley Commnity College*.

The program, the only one of its kind in the state and one of only 17 in the United States, was introduced in 1982 at Hudson Valley as an option for electrical engineering technology students. **Ralph E. Folger**, department chairman, said training in the mathematics-intensive program begins with helium neon lasers with emphasis on developing skills of calibrations and precise angling. By commencement, the students have advanced to sophisticated lasers used in medicine and industry, he noted.



BEAMING UP — A student in Hudson Valley Community College's laser-electro optics program conducts a laser beam experiment during a laboratory session.

Mr. Folger said that new uses for lasers are being invented constantly. Among examples he cited were the use of laser beams to regulate the rate of paint spray on new automobiles; outdoor applications include utilizing laser beams in surveying, and fibre optic lasers are increasingly being used to transmit telephone calls.

At Hudson Valley, students interested in laser electro optics are asked to "bid" for the program shortly after beginning studies in the electrical engineering technology program. "During the first semester, we select 36 of the better students — not necessarily the best — those with positive attitudes and aptitudes for enrollment in the program," Mr. Folger said. In the second semester, these students take a physics course and then, during the final year, participate in such specialized courses as Light Sources and Wave Optics, Electro-Optics Measurements, and Laser Opto-Electronics.

While the laser-electro optics field is constantly expanding, with a concurrent demand for technicians who can precisely maintain the equipment, there is a special incentive for HVCC students.

Just about a mile south of the Hudson Valley campus, high technology companies, a prime employer of these technicians, are moving into a new industrial park being developed under the auspices of Rensselaer Polytechnic Institute.

Mr. Barker directs HVCC's Office of Information Services.

High Technology

North Country's Radiologic Technicians

by Lorraine Lilja

Few regions in New York State and the community colleges which serve them have closer links than Essex and Franklin Counties and *North Country Community College's* radiologic technician's program.

There are about 3,600 square miles of some of New York State's most rugged terrain in North Country's two sponsoring counties. When an ache or pain sends a Northern New Yorker to his doctor, the physician prognosticates and often sends him to the diagnostic center of one of the local community hospitals, where most of the equipment present in metropolitan area institutions is also available. The doctor and patient learn that the physician's educated guess is correct, or that something else is masquerading as the problem indicated. What's more, they'll know before the day is out.

> *"A source of pride at North Country Community College is the fact that the blue shoulder patch with the NCCC snowflake logo is very much in evidence on the white jackets at the region's diagnostic centers. Over a third of the radiologic technicians working in Essex, Franklin and St. Lawrence County facilities are NCCC graduates."*

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North Country . . .

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A source of pride at NCCC is the fact that the blue shoulder patch with the NCCC Snowflake logo is very much in evidence on the white jackets at these centers. Over a third of the radiologic technicians working in Essex, Franklin and St. Lawrence County facilities are NCCC graduates.

The area's history is laden with past glories. The communities on Lake Champlain were hives of activity when water was America's form of transportation. The mineral wealth, forests, and hydro-power from the many streams were also sources of employment for many. But these industries died, and the area is economically depressed today. North Country Community College provides what is often the only route for self-improvement and gainful employment. Radiology has become a well-worn path.

The Radiologic Technology Certificate takes two years to earn. Soft-spoken **Paul Monagan** oversees the program in Saranac Lake. After learning theory and operational skills in the classroom, the students intern at clinical educational centers at the following hospitals: Alice Hyde Memorial in Malone, Canton-Potsdam, Saranac Lake General, Montreal Children's, Montreal General, and Placid Memorial. Graduates can expect to earn about $13,000 per year as a radiologic technologist, with many chances for improving their skills beyond that certification. On-the-job experience provides the opportunity of becoming chief technician, earning between $18,000 and $25,000 per year. Another year of study can open more doors, to the specializations of sonographer, radiation therapy technologist or nuclear medicine technologist.

NORTH COUNTRY TECHNICIANS — Three graduates of North Country Community College are viewing ultrasound scans of gall bladder and kidney patients at the General Hospital of Saranac Lake. From left are Mary Jo Post, nuclear medicine technologist; Alan Sawyer, diagnostic sonographer, and Reggie Brown, chief technologist.

This is the program's 15th year. Ninety-eight percent of the graduates are gainfully employed, many within the sponsoring Essex-Franklin area.

Ms. Lilja is former director of community relations at North Country Community College.

High Technology

Monroe's Computing Skills Programs

by Mindy Comisar

Every educational institution from kindergarten to the university is "into computers." All are faced with the same dilemmas. They must find the money for the hardware, develop or purchase appropriate software and courseware, find the time for faculty development, and, finally, figure out ways to integrate computing skills into the curriculum.

Two years ago, *Monroe Community College's* six academic deans were given the problem to solve. They viewed it as a campaign in the cognitive revolution and drew up a battle plan.

MONROE METHOD — Two students at Monroe Community College retrieve course information at one of MCC's on-campus Electronic Learning Centers.

1. Over a three year period, establish four Electronic Learning Centers (ELCs) and seventeen Dedicated Electronic Learning Laboratories (DELLs).
2. Faculty development would be provided on a year-round basis. Workshops would be both general and discipline specific. Instruction would be large groups and one-on-one. Instructors would come from wherever MCC could find them.
3. Software that was appropriate would be purchased. General purpose software would be adapted where possible. Other courseware would be developed by faculty or contracted for on the outside.
4. Students would begin their work in computing by program in one of the ELCs. One to three years later they would have their own DELL and other programs would be assigned to the ELC.

In 1983-84, two ELCs were established, one in the northern quadrant of the campus and another in the southern wing. Eight career programs were selected to utilize the ELC during the year.

In 1984-85, six of the eight programs will have their own DELLs and new programs will be assigned to the existing ELC. A third ELC will be established on the western side of the cam-

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High Technology

Columbia-Greene: Retooling for Computer Age

by Allen Kovler

The dawning of the Computer Age has meant constant retooling of curricula at *Columbia-Greene Community College* as it has in every technology-sensitive institution in the United States.

At CGCC the rapid growth of computer technology programs is continuing into coming semesters.

Last year, the institution inaugurated programs in word processing which were made possible, in part, through grant funding. Currently a dozen microcomputers and three printers are housed in the Learning Center. This has meant not only the addition of two programs but the modernization of CGCC's secretarial science and business curriculum.

MISS MONITOR — A Columbia-Greene student is shown at work on one of the new microcomputers in use in the computer science and data processing curriculum at the Greenport campus.

> *"The 'Introduction to Computers' class (at Columbia-Greene) had always been popular with sometimes as many as a dozen sections available per semester. Now programming has become quite specialized with classes for local dairy farmers, business people and senior citizens, and a special course for parents and children which has come to be extremely popular."*

In addition to innovations in credit programming, the college's non-credit division began offering more options to local residents. The "Introduction to Computers" class had always been popular with sometimes as many as a dozen sections available per semester. Now programming has become quite specialized with classes for local dairy farmers, business people and senior citizens, and a special course for parents and children which has come to be extremely popular.

Such growth has meant a constant struggle to both expand and improve the college's inventory of hardware. Several microcomputers have been added each semester via grant funding and budgeting, and a longterm plan for the future is finally nearing fruition — major expansion of the main-frame system which would finally make all campus components compatible and allow for even greater flexibility and expansion.

Also on the high-tech horizon at Columbia-Greene is a program in computer electronics and maintenance, one which would include aspects of robotics and digital electronics.

Mr. Kovler is associate director for public information at CGCC.

Monroe . . .

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pus and programs will be assigned. A fourth will be put in place in 1985-86, on the eastern quadrant of the campus.

MCC is on schedule with the plan, thanks to funding by Vocational Education Act grants and college operational money. If plans are carried out as outlined, the college should reach 80 percent of its goal by the end of 1986.

Considering the fact that MCC has more than 10,000 students and 500 full and part-time faculty, the goal seems formidable but the project coordinators are confident that it can be reached.

Ms. Comisar is an information specialist at Monroe.

Partners: The Alliance of Community Colleges and Industry

With the great expansion of service and high-tech industries, coupled with the competition in which industries find themselves for domestic and foreign markets, there is growing appreciation of the role of community colleges in providing Empire State industry with skilled workers and professionals.

Lieutenant Governor *Alfred B. DelBello* observed that for almost 30 years, New York State's community colleges have been a critical factor in equipping the work force with the knowledge and skills needed to keep industry competitive and flexible. "The talents and technical know-how of our community college faculty members, shared so effectively in our Contract Courses with Industry program, give New York an incalculable edge in the national and international industrial marketplace," the lieutenant governor noted.

The partnership of State University's community colleges with business and industry dates to the 1950s when five State-sponsored technical institutes, destined to become New York's first community colleges, were founded.

Among the most popular courses offered from the very beginning were those which prepared two-year college graduates for employment for the growth industries and established businesses of that era. As some established companies left New York and new firms began to move in to take up some of the slack, community colleges cooperated to offer the skills training employees of the new industries required.

As the technical institutes became community colleges and were joined by more and more sister institutions to form a statewide network of 30 SUNY community colleges, career and vocational curricula continued to be among the most popular offered.

Although the number of service and career programs increased greatly, their growth was carefully monitored. Colleges wishing to add new curricula receive approval from the State University of New York Board of Trustees only after they are able to justify them, with the needs of local industry often a critical factor. Before the Trustees take action, exhaustive studies are made of the needs of prospective employers, consultation takes place with local managers and firms, and the number of students to be taught, faculty to be hired, facilities needed and costs entailed are carefully estimated.

Among SUNY's most successful time-proven town-gown relationships is the community college advisory committee. Leaders from local firms and companies serve without salary on advisory boards which recommend courses and services the campuses can deliver and suggest areas in which industry can cooperate. Advisory committees, many of them which have logged two decades of service to their local campus, have been organized to counsel an entire campus, a division, a department, or even a single curricular program.

The alliance between New York's community colleges and its industrial partners took a great leap forward with the enactment by the 1981 Legislature of "contract course" legislation, making it possible for a campus to negotiate directly with a single industrial client to offer courses "for the purpose of providing occupational train-

Continued on page 17

"For almost 30 years New York State's community colleges have been a critical factor in equipping our work force with the knowledge and skills needed to keep industry competitive and flexible. The talents and the technical know-how of our community college faculty members, shared so effectively in our Contract Courses with Industry program, give New York an incalculable edge in the national and international marketplace."

Lt. Gov. Alfred B. DelBello

Partners . . .

Continued from page 16

ing or assistance in business for the creation, improvement and retention of job opportunities. . ."

Contracts could be negotiated, the statute reads, with "a business, labor organization, or not-for-profit corporations or organizations, including labor-management committees of labor, business and community leaders organized to promote labor-management relations, productivity, quality of working life, industrial development, and retention of business in the community."

In its first three years the contract course program has served more than 450 New York State industries, giving 935 courses to more than 80,000 employees.

The following responses are typical of dozens received from contract course "customers" of community colleges.

Mida Bristol, supervisor of training and employee services for Rochester Division of Schlegal Corporation, told *Monroe Community College's* **Kay Reed** that their joint training program "fulfills a specific need in the industrial community for small companies without extensive internal training resources. The program helps the small businessman . . . remain in a viable economic position in coping with changing technological developments and increasing government regulations."

David Kenien, supervisor of power plant training for New York State Electric and Gas Corporation, told *Niagara County Community College* President **Donald Donato** that a communications skills course NCCC had offered resulted in increased employee morale, increased job effectiveness, increased productivity, camaradery gained in the classroom among employees, and stimulation of interest on the part of employees which resulted in a request for an advanced course.

A human resources director of the Dahlstrom Manufacturing Company in Jamestown commented to *Jamestown Community College's* **Rose Scott** that like many medium-sized employers, Dahlstrom does not have the broad-based expertise to enable it to develop new and comprehensive training. "The computer information course developed specifically for us and designed to familiarize our people with the potentials of the computer was due mainly to JCC's ability to draw teachers from no less than three different schools . . . We consider this type of training essential for the business community."

In addition to credit courses taken by full or part-time students and contract courses offered to employees in area firms and businesses, community colleges are serving thousands of other New Yorkers in non-credit, State-approved courses leading to upgrading skills in vocational or service areas. Of 60,000 non-credit students taking courses on the 30 SUNY community college campuses, it is estimated that most of them — as many as 50,000 — are boning up to improve technical skills.

An innovative service to industry on the campus of *Niagara County Community College* is the Niagara Frontier Economic Development and Technical Assistance Center (NFTAC).

Bill Bordeau, Center director, explained that President Donato and Assemblyman **Matthew J. Murphy, Jr.**, had the inspiration for its establishment.

"They had heard about the Technical Assistance Center at the College at Plattsburgh and its impressive record of saving jobs and creating new ones in the North Country," the director explained. Soon Bordeau, who had been an economic development specialist at the TAC in Plattsburgh, was moving to Sanborn to establish its Niagara Frontier equivalent.

NFTAC provides financial consultation for small businesses, stabilizes area jobs, promotes new jobs and encourages capital investments in a four-county area. One-to-one interviews and client confidentiality are built into the program, which also delivers student interns and other college services to small business clients.

NFTAC projects now under implementation and consideration could infuse $15.2 million into the area's economy if they can be finalized. "It's critical to save every job we can if area business is to survive and prosper," Director Bordeau emphasized.

Most community college faculty members who teach company employees as contract course instructors have had extensive industrial work experience themselves.

Bordeau

Pawelczyk

Joseph A. Pawelczyk, an instructor of electrical engineering technology at *Erie Community College's North Campus*, is a former test engineer for General Electric and has taught night classes for 10 years. Most recently he taught two electrical theory courses to Westinghouse employees, upgrading an older labor force for new technology.

Contract course students for the most part have a great deal of motivation and interest, according to Mr. Pawelczyk, known for expecting high standards and performance from class after class of ECC students. In the last 13 weeks, he had only 10 absences in his contract course in which the youngest member's age was 42.

At *Rockland Community College*, Dr. **Martin F. Schwartz**, director of business and industrial development, reports RCC can offer to any business or group a whole spectrum of training expertise.

"We can design programs to fit each company's needs and we can offer the service of assessing those needs," Dr. Schwartz said. "As a New York State institution we have an obligation to contribute to the economic development of our home area in any way we can."

At *Niagara County Community College*, a contract course program with Harrison Radiator Division of General Motors will train 3,000 employees in quality control over a five-year span.

Jean McKenna, director of corporate training at NCCC and assistant professor of mathematics, organized the well-conceived program by "brokering" the services of experts in indus-

Continued on page 18

Partners . . .

Continued from page 17

try to teach the courses at the Harrison plant. Some of Harrison's suppliers will receive training in the same subject area.

"There's no question but that the high quality of the product of the major employer is a concern to every taxpayer in our sponsorship area," Ms. McKenna pointed out. "It's in all of our best interests to have the plant remain here and grow."

Schwartz

McKenna

Andrew DeMarco's roots with *Fulton-Montgomery Community College* go back to 1964 when the college began at the old Johnstown High School. One of his collateral duties was to manage the book store, which actually was located in an old vault in the basement.

Now, as professor of business, he has just completed teaching a 16-month course for Coleco Industries middle managers, plant managers, and human relations and quality control practitioners. DeMarco, who plans a third course for Coleco in 1984-85, said he feels the contract course concept is essential to the economic well-being of the area. "We are serving the employees in our classes as individual learners, not just the industry for whom they work," he stressed.

DeMarco

McClellan

Because *Dutchess Community College's* course offerings have earned a reputation for excellence, the business and industrial community looks to DCC to provide some of its most mportant training. Dr **George McClellan**, associate dean for community services, stated "Business and industry benefit; students gain through first-rate instruction, and the college is seen as a responsive provider."

Monroe Community College's **Frank G. Milligan** sees the contract course arrangement bringing faculty into direct conact with purchasers of services. "Accountability, in terms of eacher effectiveness, takes on new meaning when the technology or information transfer is evaluated from the employer's point of view," the MCC academic vice president explained.

> *". . . community colleges are serving thousands of New Yorkers in non-credit, State-approved courses leading to upgrading skills in vocational or service areas. Of 60,000 non-credit students taking courses on the 30 SUNY community college campuses, it is estimated that most of them — as many as 50,000 — are boning up to improve technical skills."*

Milligan

"Employees benefit because these programs often provide the conduit for career advancement, as is the case with our pre-apprenticeship training program with Rochester Products, a division of General Motors. I have no doubt that the competitive edge of our local business and industry has sharpened considerably through these relationships."

With so much proficiency in technical areas, community college faculty who teach contract courses have very marketable skills themselves. Yet few "partnership with industry" professors surveyed said they would be interested in leaving education for a more lucrative job in industry.

"I wouldn't give up the flexibility and freedom of teaching to return to industry, although I've had many attractive offers," one professor noted.

"Just as training and education are two different things, so are a profession and a job," Erie North's Pawelczyk said. "My profession is here at ECC."

Fund Raising and Development

Sullivan County's Kaplan Endowment

by **Mary Daguano**

Take the generosity of a 101-year-old diamond cutter who has concern for educational opportunity for those who need financial aid to continue their schooling, add his appreciation for the Sullivan County area, mix with the interest of a concerned foundation, and you have the right ingredients for a $67,000 donation to *Sullivan County Community College*.

Lazare Kaplan, a centenarian resident of Lew Beach, not far from SCCC, is a staunch believer in hard work. Until he was almost 100 he continued to make regular visits to his New York office. Mr. Kaplan, who began his trade as a diamond cutter in Antwerp, Belgium, at one time operated from Puerto Rico as well as from his New York location.

The gift to Sullivan County Community College from the Lazare Youth Foundation, Incorporated, was the largest single donation SCCC has received in its young history. It will establish the Lazare and Charlotte Kaplan Endowment, which will make financial assistance possible to students attending SCCC who have graduated from any of the 10 school districts in the county. First preference, however, will be given to residents showing merit and proving need from Livingston Manor and Roscoe Central Schools.

SCCC President **John F. Walter**, expressing pleasure at the youth foundation's gift to the college, said the gesture was doubly significant because it represented a recognition of SCCC's record of service to the community. The first recipients of the Lazare awards will enter college in September of 1984.

Sullivan County Community College can thank not only residents of its sponsorship area for being willing to contribute to quality education but its own faculty, staff and administration.

A newly-established Sullivan Scholars Fund, organized to financially assist talented graduates of local high schools who plan to attend SCCC, has been almost entirely funded in its first year by monies donated by the on-campus community.

Miss Daguano is assistant to the president at Sullivan County Community College.

Fund Raising and Development

Clinton's Acclaimed College Foundation

by **William T. Eveleth**

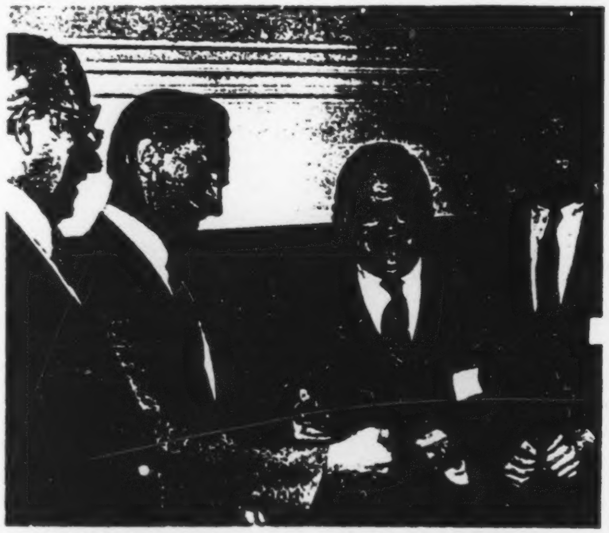
Many foundations on the community college campuses of the State University make appreciable contributions to their institutions through a number of support programs, and some of them receive not only campus but community acclaim.

The Clinton Community College Foundation was recently singled out for praise in a lead editoral in the *Plattsburgh Press Republican* for its activity in raising scholarship funds for local students attending *Clinton County Community College*.

The Foundation's efforts have been directed into two major areas, scholarships and development. A major contributor to the scholarship fund has been **Mrs. LeRoy Douglas**, of Ausable Forks, who established the LeRoy Douglas Fund in memory of her late husband, LeRoy Douglas; past chairman of the College Board of Trustees. The Douglas Fund provides scholarships for students enrolled in the Nursing Program.

The L.G. Robinson Foundation of Plattsburgh has also provided major gifts to the Foundation through the generous efforts of local attorney **James Keable**, a Trustee of the Robinson Foundation. Mr. Keable was recognized at a special ceremony when he received a President's Club Award from **Christopher Booth**, College Foundation president.

Another major source of scholarship funds is the college's annual Hotel Champlain night held in May which raises over $3,000 each year.



CLINTON RECOGNITION — James Keable, a Plattsburgh attorney and a trustee of the L.G. Robinson Foundation, receives the President's Club Award of the Clinton Community College Foundation. Pictured from left are CCC President Alfred B. Light, Foundation President Christopher Booth, Mr. Keable, and Foundation Treasurer Rod Giltz.

Development funds, including a $16,000 gift from past student governments, have provided the college with resources

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Fund Raising and Development

TC3 Programs Enabled by External Resources

by Glenn Withiam

Tompkins Cortland Community College has employed grant money from three different sources to expand its ability to provide skills that enhance its students' employment chances. With a $25,000 grant from the State University of New York, Tompkins Cortland started a word processing program for 20 unemployed residents of its service area. Word processing improves the employment potential of the program's participants, since area employers anticipate openings in this field.

A $51,000 Vocational Education Act grant provided 10 computer-aided drafting (CAD) stations for TC3's drafting laboratory. Designed for educational use, the programs and controls of these Apple computers employ protocols identical to those of industrial CAD operations in the Tompkins Cortland vicinity.

IBM is providing the college with an industrial CAD model worth $100,000. Like the Apple computers, the two IBM work stations will provide students with an exact knowledge of CAD equipment operation as it occurs in industry. IBM has also granted TC3 $60,000 for course development.

On another front, Tompkins Cortland has just completed the second year of a three-year Title III grant of $82,000 for developing institutions which is dramatically improving campus-wide computing and information capabilities.

Using a fourth generation computer language called QUEO-IV, a fully integrated information system is being tooled to permit organization of student records, financial aid information, college accounting and building utilization information into a single data base. A simple command will permit retrieval of information on a single unit or combination basis.

"Without external resources, Tompkins Cortland would simply not be able to make these advances to enable us to better serve the college community," **Robert Ross**, executive assistant to the president, emphasized.

Utility costs are another focus of TC3's administrative concern. From early installation of demand-shedding equipment to more recent application of energy-saving window treatments, energy conservation efforts continue. In conjunction with New York State Electric and Gas, the college will conduct a pilot project designed to control all electrical usage in its one-building all-electric campus. Like the study on window treatments, this project will have ramifications for all institutions that rely largely on electricity.

> *"IBM is providing Tompkins Cortland Community College with an industrial computer-aided drafting (CAD) model worth $100,000. Like the college's Apple computers, the two IBM work stations will provide students with an exact knowledge of CAD equipment operation as it occurs in industry. IBM has granted TC3 $60,000 for course development."*

Mr. Withiam is a public information consultant to Tompkins Cortland.

Clinton . . .

Continued from page 19

to begin the planning for an addition of a gym/auditorium complex.

The Foundation has shown exceptional success in its fund raising efforts as evidenced by a growth in its fund balance from $20,000 in 1980 to $99,928 in December 1983.

College President **Alfred B. Light** expressed his "sincerest appreciation to the Foundation on behalf of Clinton students whose enrollment at the college is increasingly dependent on Foundation scholarship support."

Mr. Eveleth is dean of student personnel services at Clinton County Community College.

The Job Training Partnership Act

State University of New York community colleges, with nearly $3 million in JTPA funding, are beginning where their successful CETA programs left off — upgrading the vocational and academic skills of thousands of under-prepared, under-employed and out-of-work citizens.

JTPA (the Job Training Partnership Act) and CETA (the Comprehensive Employment and Training Act) are recent federal initiatives which have had tremendous impact on community colleges in their efforts to help the unemployed and undertrained.

With their history of quality service to a variety of young people and adults, many of them not prepared for college education and permanent employment, SUNY community colleges have been among New York's most important participants in both programs.

The dramatic growth of the programs began during the last two years of CETA, when that Act was amended to emphasize training over public service employment and other methods of reducing unemployment.

CETA programming, both via the highly successful SUNY Career Development Network (the largest Governor's CETA grant ever) and contracts with local prime sponsors resulted in a high percentage of positive terminations — jobs found or advanced training begun. Carefully developed assessment and employability planning processes which had been built into the program helped achieve the welcome results.

Community colleges have long experience in individualizing education for hard-to-serve students. Individualized advisement and instruction, with an emphasis on life or coping skills training, basic academic education and specific vocational instruction, carried over from regular college work into service for the unemployed.

Near the end of CETA, the State Labor Department surveyed service providers to discover that prime sponsors (local governmental entities) generally rated community college CETA service good to excellent, with nearly all stating that they wished to work more with their local institution.

Community college accomplishments under CETA are carrying over into the JTPA sometimes called "son of CETA" which similarly stresses training as the most valuable means to insuring increased employment.

Although JTPA is still in its first year, taking effect in October of 1983, nearly all SUNY community colleges are participating. Some provide training through contracts with their local Service Delivery Areas (SDA's), the new prime sponsors. Some have received JTPA grants through a portion of funds, approximately 8 percent, administered by the State Education Department. Several community colleges are involved in both ways.

Nearly every community college is represented on the local Private Industry Council (PIC), the governing board for the SDA. One college, Columbia-Greene, actually administers JTPA for its two-county delivery area.

At the state level, the SUNY Central Administration Office of Community Colleges represents the University on JTPA issues. In addition to Chancellor **Clifton R. Wharton Jr.** being a member of the JTPA Council for the state, Dr **Cornelius V. Robbins**, deputy to the chancellor for community colleges, and **Charles A. Burns**, director of community college educational services, serve on various committees and task forces involved in planning and overseeing JTPA activities, including an inter-agency group which recommends guidelines for SDA plans.

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The Job Training Partnership Act

Continued from page 21

Of special note is the fact that the Governor's Plan for Coordination of JTPA includes the requirement that Service Delivery Areas sign an agreement with their local community college on service to be provided. SUNY community colleges are the only sector of education, be it post-secondary or secondary, public or private, to be so specified in the plan.

A recent survey of community college JTPA involvement indicated that the colleges have expanded service to the unemployed. With many PIC's still in the process of deciding which institutions provide training and other services, the survey results should be viewed as a general and early indication of JTPA interaction.

However, 25 of SUNY's 30 community colleges are involved in JTPA training, with 22 providing vocational training. The next most prevalent services: basic academic skills (14 colleges), counseling (12) and placement (10). Eight of the colleges are involved in a significant growth area of life or coping skills. A specialized effort to upgrade student understanding of the world of work, it emphasizes finding, getting and keeping a job.

"It is one thing to know how to read, write, count and have skills specific to certain kinds of employment, but quite another to be able to apply for a job, become hired, and then to exhibit good work habits, such as showing up on time and getting along with other workers," Mr. Burns said.

SUNY community colleges expect to serve more than 3,500 unemployed and underemployed New Yorkers during 1984. Although the great majority of those to be served are adults, 13 of the colleges are also serving out-of-school and out-of-work youth and eight are helping displaced workers, training those who have lost their jobs because of the decline of the industry in which they have been employed. About half of the colleges run programs both on and off campus.

> *"SUNY community colleges expect to serve more than 3,500 unemployed and underemployed New Yorkers during 1984. Although the great majority of those to be served are adults, 13 of the colleges are also serving out-of-school and out-of-work youth and eight are helping displaced workers, training those who have lost their jobs because of the decline of industry in which they have been employed. About half of the colleges run programs both on and off campus."*

For the most part the JTPA funding is being used for staff and student aid. Usually federal Pell grants and State Tuition Assistance Program funds are combined to provide students with free training. The State funding formula for community colleges also helps to provide matching or enhancement funds, as special bonus dollars are available for colleges for vocational, remedial and technical training, both credit and non-credit.

> *"With their history of quality service to a variety of young people and adults, many of them not prepared for college education and permanent employment, SUNY community colleges have been among New York's most important participants in both JTPA and CETA."*

Indeed, the community colleges of SUNY are doing under JTPA what they predicted under CETA, serving substantial numbers of underemployed citizens with vocational and basic skills training and other related services.

"In the end, the quality of life in New York begins with the quality of work in the state," Mr. Burns noted. "Human resource development has become a matter of policy and responsibility for SUNY community colleges. These institutions, experienced in the new economic and social realities, are providing a set of training strategies which help to serve all who want to work. The goals of the Job Training Partnership Act have thus already been adopted as working objectives of SUNY community colleges."

Area/Human Needs

Adirondack's Continuing Education Program

by Scott Mones

If there's one curricular programming area which emphasizes the "community" in community colleges, it's continuing education.

Adirondack Community College's continuing education program expanded in five major areas over the past year — a consortium for local continuing education agencies, contract courses with business and industry to enhance employee training, local government management seminars, JTPA programs, and a summer gifted and talented program for young people.

Contract courses conducted by ACC include "Positive Employee Relations," developed with the Adirondack Regional Chambers of Commerce. The one-day course was offered to 100 local employees and managers and focused on employee rights and affirmative action. "Basic Electronics" was offered to employees at Fairchild Test Systems in Clifton Park. Developed with Saratoga BOCES and Fairchild, the course provided training for line wirers and quality control personnel.

In working with local government, the newest program is a specialized management skills course offered to directors and managers of various City of Glens Falls departments. The program was designed by Adirondack faculty, along with Glens Falls Mayor Edward Bartholomew and other city officials. Specialized programs were designed for the area Office of the Aging staff.

Adirondack's role in local JTPA programs saw the college assume two projects formerly coordinated by the Employment and Training Agencies in Warren, Washington, and Saratoga Counties. A course in clerical and basic skills is being offered to Warren and Washington County residents, and the basic skills program is also being offered in Saratoga Springs at the County Correctional Facility.

For the past two years more than 300 youngsters aged 9 to 15 have participated in classes for the gifted and talented at the ACC campus, taking electronics, Latin, calligraphy, computer science, geology and rocketry.

The continuing education arm of ACC, Saratoga, Warren BOCES and Southern Adirondack Education Center have formed a consortium to serve the continuing education needs of the area. The resources of all three agencies will be brought together to plan, develop and offer the changing and multifaceted needs of lifelong learners in the ACC service area.

Mr. Mones is Adirondack's director of information services and development.

Area/Human Needs

Fulton-Montgomery's Project LIFT

by Judy Campbell

Identifying a displaced homemaker with marketable skills and talent, providing the right kind of training, and supplying the right business/industrial contacts for employment are the stock and trade of *Fulton-Montgomery Community College's* Project LIFT

Project LIFT (Living Independently for Tomorrow) recognizes the particular problems displaced homemakers face — lack of confidence, isolation from the world of work, family responsibilities, transportation difficulties, and lack of awareness of college aid programs.

Many employment readiness programs deal with skills assessment, resume writing and job search, but not with the transferability of homemaking skills nor the all-important building of self-confidence. The sense of self must be touched before a displaced homemaker can take the steps necessary to become employable

Unemployment rates in Fulton County have consistently exceeded state-wide and national jobless rates. Coleco, one of the fastest growing local industries, has intermittently found it necessary to lay off employees, especially those in the assembler-type, lowest-paying positions

One of the major thrusts of LIFT has been to make displaced homemakers aware of the technological, nontraditional-for-women fields. It attempts to educate them to the opportunities and earning potential for technological jobs.

LIFT is able to achieve this, partially through a close association with business and industry. Although various other community colleges have initiated displaced homemaker programs, few have been so closely linked with the community.

The Gloversville Public Library offers a job search workshop, informational materials and small business workshops. Catholic Family and Community Services offers referrals. The Fulton and Montgomery County Chambers of Commerce offer public relations and job development opportunities, and Amsterdam Memorial Hospital offers job-site visitations. Workshops and legal assistance have been provided by Mohawk Legal Services, and members of the FMCC faculty provide workshops dealing with assertiveness, stress and problem-solving.

When LIFT funding expires, the program is expected to continue at the college under Continuing Education Division auspices

Ms. Campbell, a resident of Northville and a former teacher, is the director of Project LIFT.

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ents: A Motivated Group

ature men and women displaced by industrial lay-offs, teenagers fresh
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l interests, students at State University of New York's 30 community col-
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which attempts to advance each student far beyond his or her threshold
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ts from 12 SUNY community colleges, in spite of differences in their pro-
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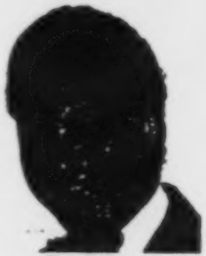
Thomas



Dondero

Hidde

Buffalo senior at *Erie Community College's City Campus.*
curriculum is a right angle career change. Originally from
as a sales representative and a buyer, she changed her
her interest in science. She finds ECC's science lab tech
nd analytical."
le, **Christopher Dondero** finds his therapeutic recrea-
Suffolk County CC "a blessing in many ways." A volunteer
ults, Chris speaks of the "magical experience" of helping
ough his curriculum. Planning to transfer to St. Joseph's
egree in special education, he intends to keep in contact
CC that I have met and learned with."
hman **Rose Hidde**, mother of two children, is a former
off and given the chance to be rehired at a lower title
FMCC, she was full of misgivings. "I was scared, won-
could compete and if I would measure up. But our faculty
re confidence in me than I had in myself." With one
is back for another in finance.
en part of **Ken Stevens'** family life ever since he can
Erie County Sheriff's Department detective sergeant and
would enroll in *Erie CC's North Campus* criminal justice
r in criminal justice program at Buffalo State. Ken works
and admitted the job could be tough, especially when
any property in a strike situation.
left high school, she went to one of the East's best four-
"After I had been there five semesters," she recalled, "I
wait two years to get hands-on lab experience or to spend
ory." *Mohawk Valley Community College* offered her a
s she needed, small classes and individual instruction
's solar energy technology program, an experience she
ation at low cost."
sident of the student body at Burgard Vocational School
d, when entering *Erie CC's City Campus,* to find himself
winning the student government presidency. Ray has
t a bank, and in a data processing department to earn
to become a parole or probation officer or coordinator

become radio station supervisor for *Genesee Commu-*
d CWSP. "We'll have a 1,000-watt signal, strong enough
d Buffalo," he said. One of the reasons he chose Gene-
lmitted, is because "it was just down the road."
rogram for a two-year college, I think I would have come
ave majored in communications at GCC have gotten

Continued on page 28

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Mentors who Inspired and Influenced

Generosity is one quality which former students, as they look back on their days in college and high school, often attribute to their favorite teachers.

If there is one area in which State University of New York community college faculty members tend to be generous, it's in sharing credit with their own teachers. With very little hesitation they were able to single out teachers who had inspired them, influenced them to think about their profession, and often without knowing it, became their role models.

Recalling his two years at William and Mary, Thomas Jefferson wrote, "It was my good fortune, and what probably fixed the destinies of my life, that Dr. William Small of Scotland was then professor of mathematics, a man profound in most of the useful branches of science, with a happy talent of communication, and an enlarged and liberal mind."

The same kind of tribute was expressed during conversations with faculty members at six community colleges in the SUNY system. In many cases, the qualities they admired in their professors have, a generation later, become part of their own methodology.

Thorpe

Farr

They were asked, "Who was the teacher who most influenced you?" Here are their responses:

Al Thorpe, *Community College of the Finger Lakes* — ***Jack Behrens***, a professor in a summer course in Central American history I had at Utica College. He used *The New York Times* as our textbook and brought his experience as a reporter and presidential campaigner into play. His dynamic style convinced me that I should go into teaching.

Joyce A. Eckert, *Finger Lakes* — ***Sister Amata***, who taught me at Mary Louis Academy in Jamaica, Queens. She was so supportive. With her it was not the cream rising to the top; everybody was the cream. My commitment to math teaching came from her.

Ray C. Ladrach, *Genesee CC* — ***Dr. Ernst Doeblin***. I took every course he offered at Ohio State. Not only was he an expert, he knew the direct application of everything he taught. His clarity of explanation was unmatched by anybody else I ever had.

Anita Britton, *Fulton-Montgomery* — My student teacher advisor at Oneonta State, ***Mrs. Corinne Maxon***. She was tremendously talented at figuring out the needs of the individual student and meeting those needs so that her students excelled.

Kay Lohnes, *City Campus, Erie CC* — ***Dr. Sarah Curwood***, now retired. She was the first minority woman professor at Harvard. Thirty years ago she was interested in reaching non-traditional students. Everything she did sensitized me and made me think about the role of women.

Walter Doehring, *Genesee CC* — Years and years ago when my professor asked us beginning graduate students how long it had been since we had taken calculus, he couldn't believe me when I told him it had been 12 years. "You haven't got a chance," he said. "You might as well drop the course right now." Well, nobody can convince me I can't succeed and I was determined to do so. The course was a daily crucifixion, a trial by combat. I resolved never to be like him. In my own teaching, I often come on as the sometimes fallible person trying to be a partner with students working together toward a common goal.

Arthur Baumeister, *City Campus, Erie CC* — One of my law professors at the University of Buffalo who had sat on the Aus-

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Mentors . . .

Continued from page 24

trian Supreme Court. To me more than anyone else he represented a person with an inquiring and questioning mind.

Bill Banaszewski, *Finger Lakes* — ***Dr. Pauline Hunter***, who taught me in an education course at the University of Buffalo. She regularly challenged all of us. If you weren't prepared, she would jump all over you, but if you had done a good job, she made you feel very successful.

Deborah Havens, *Finger Lakes* — I would have to say in all honesty that it's ***Kay Carlisi*** who now works in CCFL's computer-assisted instruction program. Bright, accessible, super-intelligent, always on the go. I found her able to explain any problem.

Gene Grabiner, *North Campus, Erie CC* — A constitutional scholar I worked with in Buffalo, ***Mitchell Farbur***, emeritus W.R. Irby Professor of Law at Tulane. He inspired in me a great passion for the value of original texts and made me appreciate the necessity of going to first sources.

Andrew DeMarco, *Fulton-Montgomery* — It was ***Kline Hable***, professor of industrial relations at Syracuse, who instilled in me a respect for the profession I've never lost. He motivated me both to work in the personnel-labor relations area and to teach others about it.

> "... one area in which SUNY community college faculty members tend to be generous is in sharing credit with their own teachers ... they were able to single out teachers who had inspired them, influenced them to think about their profession, and . . . became their role models."

Gerald Smith, *Cayuga County Community College* — ***Nancy Tapper***, a math teacher I had in graduate school at the College at Cortland. Although I hadn't taken calculus since 1958 and this was 1964, I was so motivated that I moved from a C in mid term to the highest grade in the class. She was dynamic, skillful at helping a student improve, sharp as a tack.

Judith K. Farr, *City Campus, Erie Community College* — I'd have to go all the way back to elementary school — St. Paul's School in Kenmore. Probably because our class was so large, ***Sister Mary Gerald*** used me for many chores and actually allowed me to help with organizing. I really think she was the first one to make me think positively about my own potential. She triggered my confidence.

High Schools/Co-op Programs

Herkimer County: Gifted and Talented Students

by John Bullis

Providing flexible programming which meets the needs of an ever-widening range of individuals is one of the primary goals of today's community college system. Programs have been developed for the elderly, the unemployed, returning adult students, children and, in Herkimer and Oneida Counties, there are programs aimed at some of the area's top high school scholars.

Twenty-eight high school students from nine districts from throughout Herkimer County participated in a unique pilot project at *Herkimer County Community College* during the spring semester. Funded by a special grant initiated by the office of State Senator James Donovan, chairman of the Senate Committee on Education, Herkimer County CC and *Mohawk Valley CC* have formed a consortium to provide a variety of enrichment programs designed for gifted and talented high school students.

HCCC offers "Music Appreciation" and "Computer Science (PASCAL)," according to Dr. **Steven Crane**, associate dean for instruction. "The grant has allowed us to create stimulating academic opportunities for these highly talented students," he observed.

Enthusiasm for the new programs has been striking. "We expect the students to attend three hours of classroom instruction every Saturday morning for three months," commented **John Gazak**, HCCC assistant professor of mathematics and physical science. However, several students arrive early each Saturday to log some additional computer time. "Working on a large computer system challenges them," Mr. Gazak noted. "They seem to thrive on it." The instructor said the students have increased analytical skills and developed superior programming techniques.

Students in the music appreciation course, meeting once a week, have covered a spectrum of musical themes from Mozart to Spyro Gyra to the Police.

"We've taken a relatively discerning collection of high school students and broadened their understanding of the range of music forms. Our intent is to further develop an already gifted appreciation of the broader scope of music as an art," Professor Joseph DeLorenzo explained.

Unique and innovative programming is the hallmark of community colleges throughout the state. The enrichment program developed for Herkiner County high school students is but one example of that ability in action — for the betterment of the entire system.

Mr. Bullis is assistant to the president at Herkimer County Community College.

High Schools/Co-op Programs

Schenectady County: Human Resource Development

by Ricki D. Shapiro

Residents of the Capital District can enroll in a variety of courses at minimal cost as a result of a recently formed consortium of *Schenectady County Community College*, the Schenectady City School District and the Albany-Schoharie-Schenectady Board of Cooperative Educational Services.

Initiated in September of 1983, the consortium provides training and retraining to area residents and enhances their educational and employment opportunities. By combining the efforts of the three centers, costs are kept down and a more efficient and comprehensive delivery system is maintained.

SCCC offered four courses at BOCES in the fall of 1983 — word processing, welding, auto body and refresher cosmetology — and in the spring semester offered carpentry and machine shop as well. The consortium also has the capability to offer many other vocational courses, such as building maintenance, short order cook, jail or prison guard and security guard, and retail sales clerk. General occupational preparation needs such as child care worker and nurse's aide, clerical upgrading, and basic education and life skills can also be provided.

Businesses or agencies contemplating a move to the area can use the consortium for easy access to educational and job training programs. Those needing employment counseling will find the consortium an important link to existing agencies.

Ultimately the consortium plans to use these courses as training opportunities for persons who qualify under the Job Training Partnership Act. The training offered is critical when one considers that the economy is in transition from an industrial to a service-oriented society.

SCCC, because of its commitment to serving local employees and employers, recognizes that new ideas and technologies will be most effective when custom-designed for specific businesses.

Human resource development has a vast impact on the quality of life in New York State, and the quality of life is a direct result of the quality of work. Schenectady County Community College stands ready to provide a training strategy that will help serve all those who work and who want to work.

Ms. Shapiro is associate for public relations at Schenectady County Community College.

Stevens

Satterle

Black

Tetrault

Candlena

Students . . .

Continued from page 27

jobs in Rochester television and radio stations in Batavia, Rochester and Attica."

High school counselors had a hand in **David Candlena's** attending *Niagara County Community College*. "I think NCCC is the best deal going," he said candidly. "Our high school advisors really push this place."

How does Dave earn money for college? He pumps gas at Matt's Friendly Service Station in Snyder. How is he able to work so many hours there? Matt is his dad.

Mary Housel, humanities major at *Community College of the Finger Lakes*, had two widely different career starts before deciding that art history was her field. She worked both as an apprentice upholsterer and a beauty consultant. She called CCFL "an excellent opportunity for people of modest means to get an education, to get started in life . . . Our professors don't act like god," she said.

Jay Peterson, now a senior in accounting at Michigan State University, believes his associate degree from *Jamestown Community College* prepared him well academically with a "good solid background."

Jay's mother, Mrs. Cora Peterson, supported her son's decision to attend JCC. "All three of my sons are JCC graduates," she said. "In addition to giving him a good basis for a career in business, he was able to pursue his interests in theatre, music and swimming."

A good chance of getting a job in the specific field for which she was trained was one of the factors influencing **Lauren Hanna** to attend *Fashion Institute of Technology* and enroll in a marketing in fashion and related industries baccalaureate major. "When I visited the campus I liked it right away and felt that I'd fit in since I had always been interested in fashion, the arts, music — things like that."

> *"If I had to start all over again, I'd definitely begin my college education at (a community college). Students who go straight from high school to a specialized four-year college often miss the liberal arts and basic college atmosphere."*

With the support and understanding of a cooperative husband, **Leah Crannell** of Johnstown is studying word processing at *Fulton-Montgomery Community College*. Leah has worked part-time for five years in Johnstown Hospital as an admitting clerk, in the emergency room and as a medical records keeper. After she is trained in her new skill, she plans to go "up the career ladder."

Columbia-Greene CC's **Jim Skoda** had attended a high school which was small and intimate and he looked for a college that offered that same kind of atmosphere. CGCC also offered him a solid business curriculum which he felt would play a major part in his career plans.

A switch from a large university center to *City Campus of Erie CC* was just what **Wasyl Puhacz** needed. "I needed a degree, but I couldn't make it at UB. Now two years later, I'm getting all A's here," he recounted. On his way to becoming a lab technician or a chemical researcher, Wasyl has worked as an usher in a movie house and a beer salesman at hockey games to earn tuition and expenses.

Adam, Meldrum and Anderson, a large retail store not far from *Niagara County Community College*, figures both in the in-college and post-college plans of **Carol Weatherly**. The retail management senior has worked at AM & A for several years and would like to begin her full-time career there if she doesn't attend SUNY Buffalo.

June 1984 is a month **Jean Keem**, a senior in the alcoholic counseling program at *Erie North*, will never forget. She and her two daughters, Karrie and Barbara, were all scheduled to get ECC degrees at commencement.

"Erie Community College represented both an economical and feasible way for me to get an education," she said. Jean, who hopes to work in United Way, Catholic Charities or for a State agency, credits ECC for awakening her to the great family, individual and public problem which alcoholism represents.

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Students . . .

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After 11 years as the proprietor of Clemm's Pizzeria in Perry, New York, **Bob Clemm**, a sophomore at *Genesee CC*, made a very conscious career change decision. "Five years ago I got married and decided I would return to formal education to take up something more rewarding and something which I could commit to long-range," he recalled. GCC's data processing curriculum will provide the technical skills he needs to nicely complement the business skills he already has. One of his more interesting part-time jobs, he noted, was that of a motel night manager.

Another transfer to a community college is **Honor Heatherley**, who attended St John Fisher and then enrolled at *Community College of the Finger Lakes* in a business curriculum. She will be doing an internship at Parker-Hannifin in Lyons, New York, a possible post-college employer for the Palmyra resident.

> *"I was scared, wondered if as an older person I could compete and if I would measure up. But our faculty is wonderful. They had more confidence in me than I had in myself."*

A part-time student at *Onondaga CC*, **Steve Donegan** is an assembler in the General Electric Company's Military Electronic Systems Operations in Syracuse. Although his degree is still a long way off, Steve enjoys meeting new people, finds college work interesting and fun, and thinks study is a constructive way to use free time. Helping him to get there is GE's Individual Development program, which covers up to $1,200 a year in tuition for work-related courses.

Another full-time employee is **Joseph Garbarino**, taking accounting at *Fulton-Montgomery* and working on the 2 to 10 shift at N.A. Taylor, a local marine products firm. Joe attended Tarleton State College in Texas for one year, but his wife's connections with the "Fulmont" area brought the couple north. He hopes to work for a major corporation.

Mary Mastrosimone received her Associate in Arts degree from *Jamestown CC* in 1981 and transferred to the Parsons School of Design in New York City, studying communication design. "If I had to start over again, I'd definitely begin my college education at JCC," Mary said. "Students who go straight from high school to a specialized four-year college often miss the liberal arts and basic college atmosphere. I had a better background than many Parsons students."

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Housel

Peterson

Crannell

Skoda

Puhacz

Clemm

Keem

Weatherly

Students . . .

Continued from page 29

Mary, who now is employed by Henson Associates, creater of the Muppets, claimed that her relationship with members of the Jamestown faculty supported her decision to pursue further education in graphic arts. "The people at JCC are great," she testified.

Erie CC's City Campus is a long way from **Paris Lowe's** home in Gadsden, Alabama, but Paris has found the child care curriculum at ECC tailormade for her career plans. A College Work Study Program student assistant, Paris works in the counseling and admissions area and never ceases to be impressed with how members of the counseling staff, especially Ms. **Denise Houston,** go "beyond their job" to help students.

Ann Brennan knew she was headed for a New York State community college, but her decision to attend *Genesee* was based on the availability of its Travel and Tourism program. It was close enough so she could retain her "very stable part-time job" on weekends. A dietary clerk at Wyoming County Community Hospital in Warsaw, she does office work, patient tallies and production sheets, nicely complementing her student career.

Her goal is to run her own travel agency, perhaps with an intermediate objective of reservations clerk for an airline. She enjoys working with computers and the realistic problems students are given at GCC, such as "customer wants to rent white Camaro with red interior."

For **Bill Dourlain,** an Orchard Park senior at *Erie Community College's North Campus,* his electrical technology program will prepare him to enter Rochester Institute of Technology's cooperative work-study program next year.

"I'll go to school in the winter and work in the spring," explained Bill, who has been working at Denny's weekends and three nights a week while at ECC. Asked if he worked so many hours to help with tuition, he admitted smilingly, "Well partly, but most of it goes to pay off a 1983 Escort I just bought."

Heatherley

Garbarino

Mastrosimone

Lowe

Brennan

Dourlain

Distinctive Facilities

Jamestown's Roger Tory Peterson Institute

by Karen West Nelson

Roger Tory Peterson, internationally known ornithologist, writer, artist, and lecturer, has designated *Jamestown Community College* as the site of the Roger Tory Peterson Institute for the Study of Natural History.

The institute is expected to make Jamestown a national focal point for the study of natural history. College classes in biology, zoology, and geology will be conducted, and, through external sponsorship, upper-division and graduate courses in the disciplines of natural history will be offered. The institute will be a research facility complete with an extensive library and nature art department. Certain of Dr. Peterson's artifacts, sketches, books, and photographs will add a personal presence to the milieu of the institute.

The institute will house a lecture hall, classrooms, laboratories, an audio-visual laboratory, a library, staff offices, an exhibit hall, a specimen room, an art collection room, an archival room, and a public information center.

Several prestigious universities were in competition with JCC for the location of the center on their campuses or environmental sites, including two Ivy League colleges.

In commenting on the permanent home for the center, Dr. Peterson said the choice was influenced by the "initiative and positive direction which Jamestown exhibited."

"One of the reasons I'm glad the Institute will be here is that not only was I born here but this is a place where Nature is doing well," the world-famous ornithologist said. "This is a great county for a naturalist."

Dr. Peterson's "Field Guide to the Birds" has just had its one-millionth copy roll off the presses. He was also recently recognized for his contributions to art and nature by the award of the Gold Medal of the Smithsonian Institution.

Ms. Nelson is Jamestown Community College's director of community relations.

HISTORY MADE AT JAMESTOWN — The incorporators of the Roger Tory Peterson Institute for the Study of Natural History are shown signing a petition for the institute's charter through the University of the State of New York. Seated from left are John D. Hamilton, treasurer of the Jamestown Community College Board of Trustees; Dr. Roger Tory Peterson, Mrs. Virginia Peterson, and M. Lorimer Moe, former classmate of Dr. Peterson and vice president of the Sanibel Island Audubon Society. Standing are Dr. Noble S. Proctor, field biology professor at Connecticut State University; College at Fredonia President Dallas K. Beal; Howard P. Brokaw, director of the Philadelphia Academy of Science Museum, and JCC President Paul A. Benke.

Distinctive Facilities

Dutchess CC's Center at Norrie Point

by Arthur Pritchard

Less than five years after a National Science Foundation grant provided $318,000 in assistance, *Dutchess Community College's* Environmental Center at Norrie Point in Staatsburg has become a focal point for educational enrichment in Northern Dutchess County and has attracted the attention of a national foundation.

Located within the Mills/Norrie State Park in Staatsburg, the Environmental Center is operated in cooperation with the Taconic Region, New York State Office of Parks, Recreation and Historic Preservation. The center provides access to the fields, forests and estuaries within the Park, as well as direct access to the Hudson River.

Laboratories, classrooms, conference rooms, and a museum are housed within the center. The museum area includes interpretative displays, live animals from the region, hands-on-exhibits, and a weather station. Labs and classrooms are used to instruct associate degree students in the Natural Resources Conservation program.

Ten months ago, the college received a $9,300 grant from the National Endowment for the Humanities to be used for a cultural history project. The unique project for youth, ages 13 to 18, resulted in a 6.5-mile historical interpretative trail with 45 points of interest within the Mills/Norrie State Park. It will soon be available in a guide book.

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Distinctive Facilities

Westchester's Academic Arts Building

by George Allen

Three years after the opening of the Academic Arts Building at *Westchester Community College,* the performing arts are alive and well and living in a beautiful 400-seat theater housed in the imposing Academic Arts Building on the Westchester Community College campus in Valhalla. An increasing number of drama, music, dance and film programs complement the credit courses offered to students at the college, permitting both an opportunity for active participation and the chance to attend concerts by famous artists.

WCC is particularly proud of reaching out to younger people in the county, sponsoring an annual drama festival in which high school drama clubs present their own productions, a Festival of Winds with active participation by high school bands, a dance day for high school students, and other events designed to encourage public performance by talented youngsters.

The increasing creative activity in the performing arts is paralleled in the fine arts. Immediately adjoining the Academic Arts Theater is a fine arts gallery, in which was recently hung an exhibition of painting, drawing and sculpture by high school art teachers, chosen by their former students currently enrolled at WCC.

DISARMING — Among the regularly performing lively arts groups at Westchester Community College is DANCEWORKS, its widely acclaimed resident dance company.

Taking seriously the word "community" in the college's name, the Arts Department has sponsored an increasing number of programs designed to attract a wider community, and to make the college better-known to Westchester

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Dutchess CC at Norrie Point . . .

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A 35-hour oral history of Staatsburg and vicinity based on interviews with area residents was also developed. The project was designed by DCC faculty in cooperation with the Taconic Region of the NYS Office of Parks, Recreation and Historic Preservation and the citizens group, SAVE (Staatsburg Association for Village Efforts).

NORRIE POINT LAB SESSION — William Jacobs, professor of biology at Dutchess Community College, works with students at DCC's Norrie Point Environmental Center, a boon to the college's Natural Resources Conservation program and a center for outdoor and ecological education.

Additional external funding and support to Norrie resulted from a gift from Texaco Incorporated at Glenham, a Hudson River Heritage Task Force grant award for the design and building of a quarter-mile interpretative nature trail, and a gift from Heady Electric Company which enabled 40 City of Poughkeepsie youth to attend the Kids College in the summer of 1983.

The donation of a water filtration system by Central Hudson Gas and Electric Corporation will play a role in a fresh water aquarium facility at Norrie Point.

The Norrie site has been visited by SAVE, the Hudson Valley Woodcarvers Association, and is the Mid-Hudson meeting center for the Hudson River Environmental Society. The latter group transferred its entire library, containing more than 1500 publications, to Norrie Point in honor of the late Richard Barnett, professor of biology at DCC and one of the men instrumental in the acquisition of Norrie Point.

A Norrie Point Advisory Committee headed by **Dr. George A. McClellan Jr.**, associate dean of community services, and composed of college staff and interested members of the community has directed the center's development since 1982.

Dr. Pritchard is the director of the Norrie Point Environmental Center.

Distinctive Facilities

Cayuga County: Solar Buildings

by Shirley Kudla

A solar classroom building on campus and a bathhouse at the Cayuga County Park at Owasco Lake are the latest examples of successful cooperation involving *Cayuga County Community College*, government and other education agencies.

The 2,000-square foot solar classroom building opened last fall and the bathhouse, currently under construction, is scheduled for completion this summer. Both projects involve economically disadvantaged area residents who receive classroom instruction plus hands-on experience in the construction of the facilities. Building costs are low due to savings on labor.

The classroom building was built as a cooperative effort by the college, Cayuga County Employment and Training Department and Cayuga-Onondaga BOCES. It was developed as a training program for the construction trades with emphasis on passive solar systems. Since the start of classes last September it has been in constant use by science and conservation classes and community groups such as the Audubon Club and Environmental Management Council.

The Owasco Lake bathhouse, currently in the framing stage, is a cooperative project developed by the college and Cayuga County Park Commission. Coordination and supervision are provided by the Cayuga County Employment Training Department with funding provided through the Job Training Partnership Act (JTPA).

Cayuga's Academic Dean **Thomas Steenburgh,** a former science instructor and the guiding force behind both projects, predicts the year-end supplemental heating bill at the solar classroom facility will not exceed $100. "We've recorded a daytime reading of 65 degrees without supplemental heat following a night of minus 20 degrees," he reports. "As long as it's reasonably clear, we're all set."

SUNNY OUTLOOK AT CAYUGA — Cayuga County Community College's solar classroom building uses the sun's radiation to keep heating costs extremely low. Built by CCCC, Cayuga County Employment and Training Department and Cayuga-Onondaga BOCES, the building has been in constant use since it was completed last summer.

Similar savings are predicted at the bathhouse where solar collectors are expected to save the county 85-100 percent on hot water heating.

Mrs. Kudla is Cayuga County CC's director of public relations.

Westchester . . .

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residents. This year capacity audiences have attended a series of chamber music concerts by the Philharmonic Virtuosi.

First-time visitors to the campus are surprised to learn both how easy it is to get to the college and how beautiful a campus the college occupies. WCC occupies a 218-acre estate that was once the home of John Hartford, one of the two brothers who operated the Great Atlantic & Pacific Tea Company, the legendary A&P, and the founders of the supermarket concept.

Something less than a supermarket for the arts, Westchester Community College more closely resembles a neighborhood store trying to cater to its customers and to provide the highest quality products. Poets and novelists visit the campus and speak to students (Isaac Bashevis Singer and James Dickey have been recent visitors), outstanding musicians perform as well as student soloists and ensembles (the New York Philharmonic Orchestra presents an out-of-doors performance each August), and special programs in both literary and performing arts are sponsored on campus.

Last year the Arts Department initiated an ArtSummer festival under the direction of Professor **Richard Miller.** Its success has resulted in the planning of ArtSummer '84, the second in what is hoped will be an annual series.

Behind the public performances is an ongoing program of study in many arts areas. Alumni have appeared in such Broadway shows as *Annie* and *Dancin'*, danced with New York area dance companies, and undertaken direction and production with Joseph Papp and other theatrical producers.

What is more difficult to calculate than the professional success of graduates is the cultural benefit derived by students who take arts courses for the love of drama, music, dance and film. Westchester Community College has reached out to the community in the arts, and the community has responded with enthusiasm.

Mr. Allen is Westchester's director of college-community relations.

SPECIAL REPORT

Distinctive Facilities

Jefferson Makes Room for Science

by Nancy Elder

An addition to the present science building at *Jefferson Community College* in Watertown will add 8,000-square feet of instructional space and greatly alleviate an acute shortage of classroom and laboratory facilities.

The science building addition, with a pricetag of $1.02 million, will include a nursing laboratory, biology lab, hematology laboratory, classrooms and stockrooms.

Like most of the 29 other community colleges in New York State, Jefferson has experienced a steady increase in enrollment since it admitted its first class in 1963.

While JCC's present enrollment of 1,370 full-time students far exceeds the 850 students for which the campus was originally built, the expansion is needed not so much because of rising enrollment as to meet program demands.

Programs like nursing, science laboratory technology and new courses in geology, earth science, ecology, analytical chemistry and others not being offered in the college's younger years require room for apparatus, storage and instruction.

The new science addition will result in more space in other buildings as well. The department of nursing will move from its present location in the Library Building to the science addition, freeing up offices to be used by the hospitality and tourism department.

The geology lab will be moved from its crowded space in the basement of the science building to the present biology lab, making more space available for the maintenance department.

Gerald W. Walsh, JCC's academic dean, said the new addition will make a direct contribution to moving the medical laboratory technology program toward national certification.

Ms. Elder is former public information officer at JCC.

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Erie CC: Unity Through Diversity

With three campuses offering a total of 86 curricula and a unique administrative and physical structure, *Erie Community College* exemplifies one of State University of New York's greatest strengths — unity through diversity.

The Erie student body of 13,500, larger than that of many universities, attends classes either at its City Campus — the majestic Old Buffalo Post Office Building — or at its Orchard Park and Williamsville campuses, located in the suburbs near rural areas. The three-campus location makes it possible for Erie to make good on a pledge which State University espoused at the time of its founding — to deliver low-cost higher education near the homes of New York State citizens.

The wholesale refurbishment of the former Buffalo Post Office into *ECC City Campus's* current home was not only the signal of a dramatic turning point in the development of the college but for a new era of revitalization of Buffalo's downtown.

There are remarkable similarities in the decision to relocate ECC's City Campus in the Old Post Office Building in Buffalo and State University of New York's decision to locate SUNY's headquarters in the former D&H and Albany Journal Buildings in Downtown Albany.

Both buildings had been in a state of some disrepair and both are historically important structures, part of the National Historic Trust. The restoration and reuse of both buildings touched off a revitalization of nearby businesses and other structures, improving the appearance and business climate in both downtown areas.

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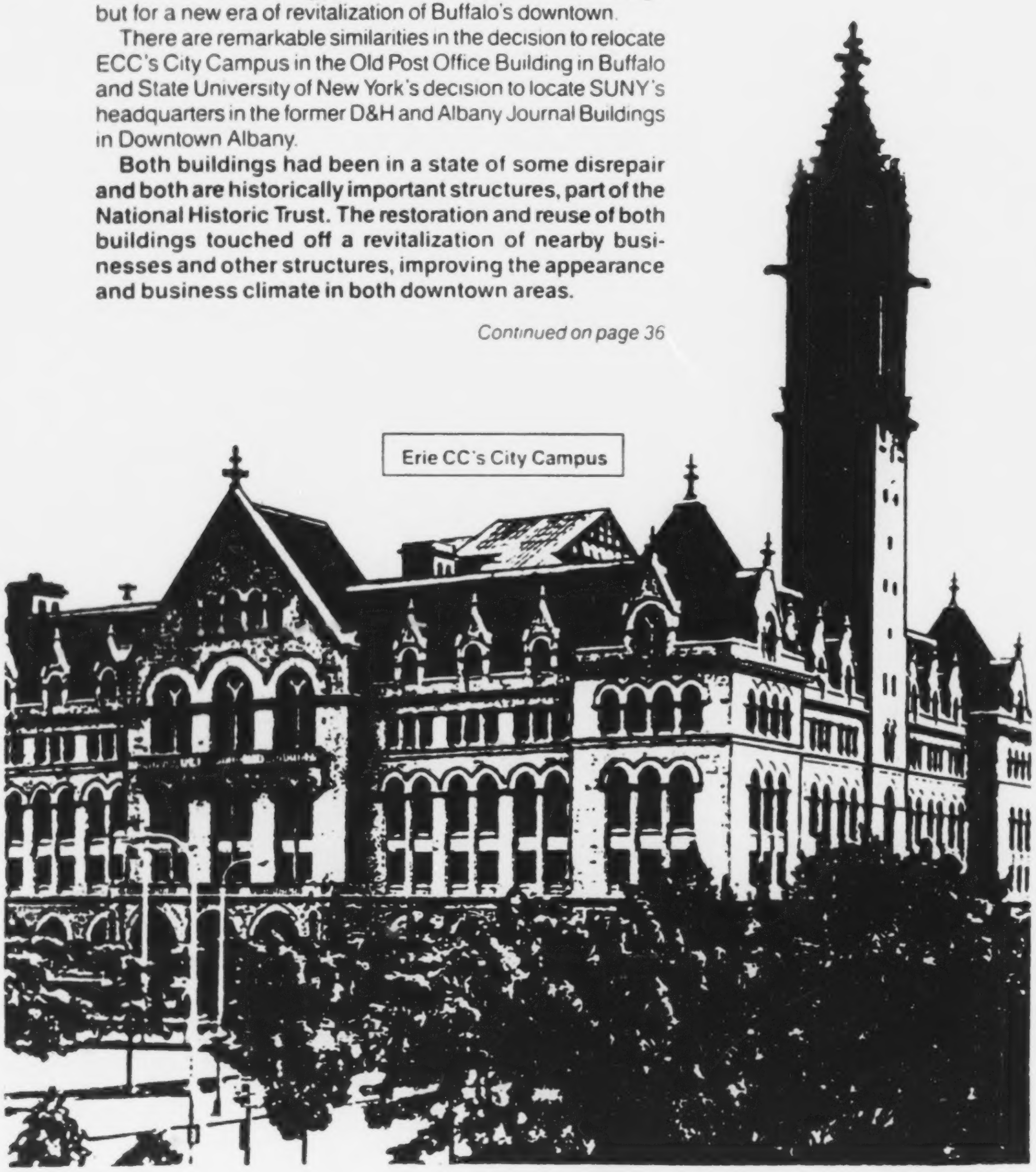

Erie CC's City Campus

Erie Community College . . .

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And both buildings are in the Gothic architectural style. Albany's D&H and Journal Buildings have their two towers, gargoyles, turrets and ornate rooftops and balconies, while the Old Buffalo Post Office has a spectacular 250-foot tower, fierce gargoyles, crocketed pinnacles, clustered columns and leaded stained glass.

December 22, 1981, was "Moving Down Day" when ECC City Campus students and faculty abandoned an admittedly inadequate facility at Main and Riley and occupied the Old Post Office.

Students marveled at the breathtaking atrium, which extends four floors from the mezzanine level to a huge sky-light enclosure, a light well of 120 x 138 feet which dominates the center of the entire structure. They were impressed, as visitors to the Downtown Campus have been, with the care taken to restore woodwork, mosaic tiles, federal crests and devices, to mint condition.

Robotics laboratories and child care facilities now serve ECC students where Federal Offices once stood. Paralegal classes make good use of former court rooms, in which moot court situations have taken the place of the trials and pleadings of earlier days.

An executive dining room, provided through a $45,000 Statler Grant to ECC's **Dennis Slicta,** gives hotel technology students a chance to work at service and dining room management. A $250,000 training kitchen will be completed by September and a culinary arts kitchen is in planning.

The move to the vastly improved quarters downtown has resulted in the introduction of other high tech and career programs, supplementing liberal arts transfer courses which had been part of ECC City's offerings before the relocation.

ECC President **John Birkholz** took a special interest in a new nursing curriculum which graduates its first class in 1984.

Erie City Vice President **Cassell A. Lawson** noted that the Old Post Office, designed for 2,000 full-time equivalent students, is accommodating about 2,450 at the present time.

"We've also noticed a large increase in the number of students who have not historically attended City Campus," Dr. Lawson said. While white students were in the minority at the Main and Riley campus, the current mix of ECC City students is about 49 percent white, 43 percent black, and 7 percent Hispanic, native American and Asian American. But although the percentage of black students has declined, the number of total students in all three categories has risen substantially.

"School spirit is great, and our relationships with each other are supportive and harmonious," Dr. Lawson said.

The institution of service and industry-oriented curricula has resulted in new alliances with some of ECC City Campus's neighbors.

ECC City hotel technology students have an excellent placement record with the area hospitality industry, and merchandizing and fashion graduates have located in downtown establishments.

Buffalo's new transit system, Metro, will make it possible for students from farther away to attend classes at ECC campuses. City campus is planning a Weekend College to expand opportunities for adults who work five days a week but wish to take college courses. In addition to its use by ECC City students, the Old Post Office was the locus of meetings and non-credit workshops which attracted 43,000 persons last year alone.

Partnership with business is a watchword at *Erie Community College's South Campus,* where Vice President **John R. Rydzik** spearheads ECC's participation in the National Small Business Training Network.

All three Erie campuses have appointed advisory committees for small business, including the chairs of chambers of commerce and business alliances in the area.

At South Campus, a questionnaire on the needs of small businesses was devised and members of chambers of commerce and other small businessmen responded, ranking the priorities of workshops to be given.

"The best part about it," Dr. Rydzik said, "was that it was not academia telling business what's good for them. Instead it was business telling us what it needed and then having the college deliver it."

More than 20 such workshops have taken place, attracting between eight and 150 participants. A recent session on microcomputers offered workshop participants the opportunity for hands-on experience in four different Southtowns locations.

Dr. Rydzik doesn't have to wonder about the success or popularity of the programs. His enthusiasm for them was one of the reasons he was recently chosen Citizen of the Year from the Town of Hamburg.

How rare is it for a program at a community college to have a 100 percent placement rate of its graduates? This embarrassment of riches can be claimed by the Material Sciences Technology Department at *Erie Community College's North Campus.*

"High school students are constantly reminded that the future lies in high tech or computer science, and herds of people are flocking to these fields," Harry Kassidy, coordinator of the material science and engineering department at ECC North, explained. "But rarely is that an end in itself. The real job market likes a foundation of technical education coupled with the knowledge of computer applications, now in our curriculum, which lead to a variety of career fields in manufacturing, testing, research and sales."

Although placement reports list starting salaries for Materials Science students the highest of all ECC departments, there are not enough graduates to reply to 25 job overtures in 12 states. Students who finish the program and continue their education have been accepted with full credit into the College at Buffalo's industrial technology program and to similar programs at the University of Alabama, Texas A & M and Western Michigan.

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Meeting Diverse Needs

Suffolk County's Bilingual Program

by Doris G. Stratmann

One of the great strengths of New York's community colleges is that they not only serve a broad, general base of students but can deliver specific programs to satisfy the needs of particular constituencies.

Since 1978 *Suffolk County Community College* has offered a Bilingual Vocational Skills Development Program to serve the language minorities of Suffolk County.

The program consists of a blend of non-credit and credit courses through which students progress sequentially, learning and refining English language skills while they begin to take courses in business-related subjects, including typing, word processing and accounting. Applicants for the program are tested and placed in classes appropriate to their language proficiency levels. Counseling and academic advisement are made available so that participants may begin to formulate a formal program of study which is both realistic and compatible with their employment objectives.

The program is housed in the College's Western Campus which is located in close proximity to one of the largest concentrations of Hispanic population in New York State, the communities of Brentwood and Central Islip. Students include Puerto Ricans and Central and South Americans and encompass a group which reflects the cultural and social diversity of the Hispanic peoples. The program has served displaced homemakers looking to upgrade their employment potential, as well as professionals from Latin America who are underemployed in this country because of language deficiencies.

New students are enthusiastically recruited by former participants, many of whom have entered the regular college program and are progressing towards a degree.

The program has been well received by the community and by business leaders of the area because of its two goals: to facilitate the integration of language minorities into the economic mainstream of the county and to train skilled persons for the job market of the region.

Support funding for the program has come through the Vocational Education Act.

Mrs. Stratmann is SCCC's executive assistant to the president.

Meeting Diverse Needs

F.I.T. — 40 Years and Growing

by Nancy M. Yedlin

Life, so the saying goes, begins at 40. But the *Fashion Institute of Technology*, which is about to celebrate its fortieth anniversary, has not exactly been asleep since 1944. One of SUNY's first community colleges, F.I.T. has grown from a post-secondary technical school with 100 students to a specialized college of international prominence with a total enrollment of nearly 12,000 students majoring in 19 fashion-related areas of art and design, business and technology.

A prominent journalist has written, "It is difficult to draw a line of demarcation between F.I.T. and the fashion industry, so close is their kinship." That unique cooperative relationship between industry and the educational institution it created is stronger than ever as F.I.T. moves into its second 40 years.

Two new majors — a B.F.A. program in fur design and marketing and an A.A.S. program in leather accessories design and production — were established specifically to meet the personnel needs of the fur and leather industries.

The latest addition to F.I.T.'s outstanding technical facilities is a design research lighting laboratory which will serve as an important resource for the professional interior design community as well as an educational and training facility for interior design students and faculty. This installation is rivaled only by General Electric's Nela Park Complex in Ohio, and it is the only college lighting laboratory of similar scope east of U.C.L.A. Its 316 fixtures are controlled by the Strand "Mini-Palette" computer which can produce an almost infinite variety of lighting combinations and effects.

F.I.T.'s interior design department, incidentally, is celebrating its 25th anniversary this year. In recognition of the interior design industry's need for highly skilled and comprehensively educated people, it was one of the first programs at the college to offer the B.F.A. degree. F.I.T. interior design students have won consistently top honors in nationwide design competitions, and alumni are represented in the top echelons of both the residential and contract, or commercial, design fields.

Among recent steps into the future being taken at F.I.T. is the creation of a computerized pattern grading laboratory utilizing the CAMSCO Markamatic system. F.I.T. is the first college to own the state-of-the-art CAMSCO system which is now being used to instruct upper-division fashion design students.

Nearing completion is a climatic laboratory for evaluating the effectiveness of textile insulation and design of clothing while items are actually being worn under test conditions. The laboratory uses infra-red, video controlled heat sensing instrumentation to precisely measure the insulation values of articles being tested.

In response to the recent resurgence of interest in entrepreneurship, the college has launched a new Small Business Center to improve the likelihood of success for

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Meeting Diverse Needs

Rockland's Life Career Planning Seminars

by Barbara Vinar

At *Rockland Community College*, more than 1,200 students have made important decisions about the directions their own lives will take by participation in Life Career Educational Planning Seminars.

Begun with a pilot offering for five students in January of 1981, the program has been so successful in helping students learn about themselves and their futures that between 15 and 20 sections a semester are now being offered — at any hour of the instructional day or night.

The first part of the workshop, life development awareness, helps students realize their own values, interests, skills and abilities. Self-generated data helps each answer the questions "How did you get to be the person you are?" and "What do you want to be?" They are taught to formulate ideas, develop theories, think critically, take positions and make judgments. A life cycle portion deals with the major issues a person faces at age 18, at age 25, and at other plateaus.

The student then moves into a self-directed career search, and materials in the Life Career Educational Planning Center are brought into play. In addition to standard references, there are materials for special population groups — women, minorities, older students, single parents. Students can take workshops in educational planning or in career planning and can consult one-to-one with the rotating staff of the Center. A computer helps reinforce a student's own research, listing options available in different categories and providing college selection ideas.

Educational planning, another phase of the course, lets students explore a course of study at Rockland or other institutions. Based on their personalities and preferences, students can decide whether they can succeed best with individual learning contracts, traditional classroom lecture-exam situations, computer-assisted courses, or combinations.

> *"I have a newly developed sense of awareness. I feel I am better prepared to set my priorities."*

A seminar requirement is the complete researching of two careers. Since one adult can have four or five careers in his or her professional lifetime, the process of locating a position and securing it is one he or she can use again and again.

A single parent with four children, at the conclusion of her life skills seminar, wrote in her evaluation, "I leave with an openness about my feelings, a reinforcement of my beliefs, and a hopeful resolve to improve the approach I will take in reaching my goals . . . I have a newly developed sense of awareness. I feel I am better prepared to set my priorities."

The seminar can be the first course a student takes at Rockland or part of a regular course load, but those who take it whether they are recent high school graduates or older students returning to campus, invariably say they wish it had been their first because of its value in helping them deal concretely with their personal and educational objectives.

Dr. Vinar is Rockland Community College's director of instructional programs.

Fashion Institute . . .

Continued from page 37

the increasing numbers of men and women who have a burning desire to be their own boss.

Several years ago to help meet the fashion industry's need for skilled patternmakers and graders, and the need among non-English-speaking New Yorkers for special job training, F.I.T.'s Continuing Education Division began offering some basic apparel draping and flat patternmaking classes in both Spanish and Chinese. These foreign language courses have proved so valuable to the industry and the community that the college has recently begun to offer patternmaking classes taught in Greek.

TECHNOLOGY'S PART OF ITS NAME — Fashion Institute of Technology's textile tech laboratory includes the latest developments in computer-aided, electronically-operated flat bed knitting machinery. It can now knit in a few hours what used to take several days.

In its first 40 years, F.I.T. has grown from two floors of rented space in a nearby high school to a modern, multi-million dollar, seven-building campus in the heart of "Seventh Avenue."

Mrs. Yedlin is secretary of the college and director of college and community relations at Fashion Institute.

Meeting Diverse Needs

Niagara County and Cornell: Two-plus-two

by Randy Schultz

Two-plus-two programs make it possible for graduates of State University's 30 community colleges and of other two-year institutions to transfer full credits to compatible curricula at four-year colleges or universities. A recent case in point is *Niagara County Community College's* agreement with a prestigious Cornell University division.

In today's society, the study of the composition of food, its chemical and nutritional components, has become extremely important. More and more emphasis is placed upon the proper choice of foods and their effects on physical and mental health.

Niagara County Community College, through its liberal arts/mathematics/science curriculum, offers pre-nutrition as a two-plus-two program in cooperation with the Division of Nutritional Sciences of Cornell University. The Division is a joint institution of two State University contract colleges at Cornell, the College of Human Ecology and the College of Agriculture and Life Sciences.

The pre-nutrition emphasis is a university-parallel pattern of courses which will prepare students planning to enter four-year colleges or university programs in nutritional science.

The science-based program prepares the transfer student to enter as a junior one of five majors — consumer food science, consumer food and nutrition, community nutrition, clinical nutrition and nutrition biochemistry.

Since admission to the Cornell program is highly competitive, students who complete the Niagara County program with a Quality Point Average of 3.0 or better will receive consideration for admission to the Division of Nutritional Science major programs.

Mr. Schultz is a technical assistant in Niagara County Community College's Office of Public Relations.

Meeting Diverse Needs

Nassau: International Games for the Disabled

by Robert A. Allen

The summer of 1984 will never be forgotton at *Nassau Community College*. For more than a year the college and its sponsoring county prepared to host the International Games for the Disabled, an olympic-type competition featuring 1,500 of the top amputee, blind, cerebral palsy and les austres athletes in the world.

Most of the more than 20 events in the competition were scheduled for the college's magnificent 194,000 square foot physical education complex, while others were planned at the Nassau County Veterans Memorial Coliseum, nearby Hofstra University and a new county park built for use by both the general public and for the college's athletic program.

To accommodate the international event, never before held in this country, NCC adjusted its summer school schedule to insure that the thousands of daily students would not be competing for parking space with some 250,000 expected spectators.

No one at the college prepared more assiduously than Wayne Washington, a full-time student disabled by Osteogenesis Imperfecta. Although unable to use his legs, Wayne has powerful arms and shoulders and he practiced daily to reach his goal of pressing 300 lbs. in weight lifting competition.

Among those guiding Wayne was **Evelyn Collins**, a former member of the school's chemistry department, who joined the physical education department after earning her bachelor's degree in therapeutic recreation and a master's in leisure recreation management for the disabled. Evelyn, a member of the executive board for the International Games, began her own re-education program following a 1979 automobile accident that left her legs paralyzed.

Mr. Allen is assistant to the president for college advancement and public relations at Nassau.

EXPECT QUARTER MILLION — The 1984 International Games for the Disabled will draw an estimated 250,000 spectators to the Nassau Community College campus this summer. Representative Raymond McGrath, standing center rear, whose 5th Congressional District includes the campus, visited the NCC physical education complex and watched Nassau student Wayne Washington press more than 225 pounds. Wayne is one of 1,500 athletes from around the world who will take part.

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Meeting Diverse Needs

Orange County's Writing Consultancy

by Marie Dulzer

The emphasis was on writing and the literary arts this spring at *Orange County Community College*.

Since receiving a 1984 SUNY-State Education Department Showcase award, the OCCC Writing Consultancy project has hosted more than a dozen institutions from the State University system who were sent to view the project in action.

It integrates the teaching of technology and writing and recently has grown to include OCCC's physical therapy assistant and occupational assistant programs.

Two members of Orange County's English faculty, **Donald Parker** and **Barrie Capella**, recently presented the premiere copy of "A Esprit" magazine to President **Mary Norman**. Founded and edited by Parker and Capella, the humanities magazine is directed specifically to public and private two-year colleges. More than 50 New York institutions demonstrated support for "A Esprit" with letters or submissions of poetry, prose, photos and art.

The magazine has received state-wide recognition from the Education Resources Information Center of the State Education Department, was showcased at the SUNY Writers Festival, and was recognized at the Humanities Association Conference in Connecticut.

Orange County Community College's Institute for Business, Industry and Government has been allocated a total of $68,000 in supplemental funding from the New York State Legislature. Announcements of the complementary support were made by Senator **Richard E. Schermerhorn** and Assemblyman **Mary McPhillips**. OCCC's driver rehabilitation program also received $25,000 in supplemental funding.

Ms. Dulzer is assistant to the president at Orange County Community College.

Meeting Diverse Needs

Finger Lakes: Conservation and Recreation

by Karen Boughton

The final exam for students who plan to graduate with a degree from the *Community College of the Finger Lakes'* Environmental Conservation-Outdoor Recreation Program consists of a walk around this college's 235-acre campus.

As the students walk, their professor points to a number of the over 1000 species of plants, birds and reptiles, which can be seen on the campus and he asks the students to identify them.

This unique final exam serves as an indicator of each student's awareness of the environment, the development of which is the foremost purpose of this department. The exam is only one of many unique features of CCFL's program in Environmental Conservation-Outdoor Recreation.

"Besides having a good stringent academic program within the classroom, one-third to one-half of our students' experiences are field oriented," **William Banaszewski**, department chairperson, said. "By the time our students graduate they have had a wide variety of field experiences."

Thus far, these field experiences have taken place on land, but beginning this spring students will be able to gain "on the lake" experience.

A 24-foot boat, named The Finger Lakes Educational Vessel, will serve as a floating classroom.

The vessel, purchased with a $32.000 Vocational Education Administration grant, will accommodate ten students and an instructor. It will be equipped with instruments used to conduct studies on Canandaigua Lake, which the CCFL campus overlooks. The equipment will include a fathometer, a sonic depth finder used in deep water probing, and collection equipment, such as traps for micro-organisms.

Water quality tests, fish stocking and collecting organism samples will be some of the activities which students will be engaged in on this vessel.

"This vessel will be used mainly on Canandaigua Lake," **Bruce Gilman**, assistant professor of environmental conservation at CCFL, said. "However, we will also use it on the other Finger Lakes, as well as Lake Ontario, to do work in connection with the State Department of Environmental Conservation."

The work done on the vessel will augment the classroom studies of students taking such courses as fisheries management, ecology, environmental chemistry and limnology, as part of CCFL's environmental conservation curriculum.

Ms. Boughton directs CCFL's information services office.

Meeting Diverse Needs

Genesee: Forward on Many Fronts

by Richard Gamble

Which is the only community college in the State University system to be established as the result of a county-wide referendum? Which community college had more students from a neighboring county than its own sponsorship area when it opened?

If you responded *"Genesee Community College"* to the above questions, you'd be right on both counts. A referendum and a vote by the County Legislature were the prelude to Genesee's establishment in 1966. Classes began a year later in an old supermarket on the western edge of Batavia. Registration was 369 that year, with more than 60 percent of the students hailing from Erie County.

Progress moved ahead on several fronts at once. New curricula began, the building was expanding at the seams, and best of all, plans were finished and the new permanent $12 million campus opened in January of 1972. Registration moved to more than 2,000 full-time equivalent students and that enrollment has been maintained.

High tech curricula have joined data processing, hospitality management, travel and tourism, music merchandising, modelmaking, quality and reliability technology, engineering science, human services, and commercial art on the GCC course of study list.

The college won more Chancellor's Excellence in Teaching Awards and won them more consistently than any other SUNY college. New grants, such as Title III, a Kellogg Foundation award, a V.A. grant, and others helped GCC finance new programs and modernize teaching methods.

Another new development has appeared — literally speaking — on the college horizon. Now under construction for occupancy in September is a new housing project adjacent to campus to house 160 students. The complex could be enlarged in the future.

A scholarship committee formed in 1970 has raised more than $400,000, and alumni gifts and special scholarships have resulted in another $150,000 in donations.

Genesee's new emphasis on assisting business and industry was boosted by the Kellogg grant, which provided more than 300 consultations offered by some of the area's most knowledgeable professionals. The Continuing Education program has offered a number of marketing studies, seminars and special courses. Special grants are being used for programs to assist the disadvantaged and to conduct summer classes for area high school students.

Mr. Gamble is Genesee's director of development and community relations.

A State-wide Perspective

Editor's Note — In 1970 Cornelius V. Robbins left a senior consultancy in Washington, D.C., to move to Batavia, New York, and become president of Genesee Community College. Five years later Genesee's new $12 million campus was completed, the college had undergone its initial accreditation, and Dr. Robbins was on the move again, this time to Albany to become Deputy to the Chancellor for Community Colleges, the No. 1 advocate of the 30 community college campuses within SUNY's Central Administration. Dr. Robbins has also been acting president of a SUNY arts and science college, the College at Potsdam; dean of the Community College of Delaware County in Pennsylvania, dean of instruction at Ocean County College in New Jersey, and a staff member and teacher at the University of Pennsylvania and the University of Delaware. In the following interview, he discusses his role in working with community college leadership, analyzes some system-wide problems faced and solutions propounded, and shares some of his predictions for the future.

Q — One hears various synonyms for community colleges — people's colleges, home town colleges, Democracy's Colleges. Do these names fit? Is there a better one?

A — *They fit, but I don't think they're any better than the descriptive title, Community Colleges. The colleges serve a particular area, its needs and its students. Of course there are exceptions, like Fashion Institute of Technology which serves a whole area and a whole industry, and Sullivan County Community College, which is the community college for the hospitality industry for much of New York State. When community colleges first started, people looked askance at the idea that one college could offer, for example, programs for elementary school students right through nutritional care for residents of a senior citizens' home. But we succeeded because we can and do answer any legitimate community need.*

Q — With such a large state-wide network of campuses with which to relate, it must be difficult to deal with presidents and other campus administrators at 30 separate colleges. Is it possible to have good personal relationships with so many constituents?

A — *Obviously relationships are better and contacts more frequent with some colleges than with others. The urgencies of the moment often determine how much of my energies are spent with a particular college. There's a proposed change in sponsorship at Corning right now which means that I could be spending perhaps 15 percent of my time with that campus. If there's a presidential search under way, or an acting presidency or a time of crisis on a campus, that institution will naturally command more of the attention of this office. Administrative styles differ. Some campus leadership invites close and regular involvement; for others, a conduit of communication may be all that is expected and needed.*

Q — The community college growth story — both in SUNY and in higher education generally — is a fantastic one. Why have community colleges confounded the experts and continued to grow when enrollment declines have been consistently predicted over the last decade?

Dr. Robbins

A — *Because of our comprehensiveness and flexibility. In 1970, about 65 percent of the students in community colleges were in liberal arts transfer programs — that's where the bulge developed and that's the kind of curricula that was needed. As technology leaped ahead, we found that high schools could no longer provide a genuine technical education, and the community colleges, being the Jack-of-all-trades institutions that they are, jumped into that breach. In the 1970s, as jobs disappeared and the technology changed again, community colleges were in the vanguard of the retraining movement and our curricula went in that direction. Half of our students in the community colleges are enrolled in programs that weren't part of our regular curricular lexicon 14 years ago — for instance robotics.*

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travel and tourism, communication sciences. If community colleges hadn't had flexibility and vitality, if they had been satisfied to be chiefly liberal arts transfer colleges, they'd be half the size that they are today.

Q — How important is community college enrollment to SUNY enrollment?

A — *Community Colleges have been the growth segment of SUNY's enrollment, especially as some softness has developed in other areas. I like to think we're in the point position on the academic team. Large university centers conduct research and they must continue the important work to be done on that front. The arts and science colleges' missions change, but more slowly, and they continue to do the same basic job. The community colleges are the access points of the SUNY system. We get students into the University, we give them two years of quality education, and through improved articulation with the upper division campuses, we ease the transition for the baccalaureate-bound students.*

Q — Can you describe the changes in your outlook and focus which took place in 1975 when you left the presidency of Genesee Community College and came to Albany to head the Central Community College Office? Were your peers, the campus presidents, supportive?

A — *Well, my peers were tremendously supportive because they felt good about having a former community college president in this position. I was struck right away by the large number of people in Albany who are used to saying no and the small number used to saying yes. In 1976, the idea of contract courses with industry was conceived and everybody, the Legislature, the Executive Chamber, industry, the campuses, the State Departments of Commerce, Labor and Education, agreed that they would be a boon to the state's economy and to industries. Would you believe that before an actual appropriation in the budget could be passed, it was 1981? It took that long to line up all of the support, do the necessary paperwork, and prepare the legal groundwork. And then the law had a sunset provision which would end the program after three years. We're working on its reauthorization now. Accountability and oversight are built into every State operation. But sometimes I think we're so darned accountable that we can lose sight of the job at hand.*

What I really miss is the contact with students and the focus that dealing regularly with students provides. I schedule myself to go to campuses as often as I can; I need a campus "fix" after awhile. I'll be speaking at three commencements in the next few weeks. That's always a great kick for me.

Q — You have remarked that the real unsung heroes of the community colleges are the local trustees. Can you describe the role of the community college trustee and how you see him/her fitting into the structure most effectively?

A — *Our trustees are absolutely pivotal. They're the hinge between the administration and the faculty, between the sponsor and the campus. Some of them have been devoting their time to our campuses for 20 years or more, much longer than the average tenure of a president. They are our institutional memory. The trustees whose hearts are in the right place immediately impress you with their concern for the institution, not for their own careers. Luckily our campuses have hundreds like these. For instance Anne Bushnell from Ulster County has been honored nationally for her contributions to community college trusteeship. People like Anthony Zambito from the Genesee board, Homer Dearlove at Adirondack and Joseph Giudice from Dutchess, to name but three, have been a part of the institutional lives of their campuses for decades. We're fortunate in having an active and supportive Association of Boards and Councils of the Community Colleges, headed by President Samuel Alessi of the Jamestown Community College Board. ABC's conferences and workshops are some of the finest anywhere and are immeasurably helpful for new and veteran trustees.*

Q — One of the most important duties of the State University Board of Trustees is the appointment of presidents at SUNY State-operated campus and approval of the appointments of community college presidents after they have been made by each campus Board of Trustees. How is your office involved in the selection process?

A — *We're the consultants in each presidential search. In accordance with general guidelines for searches promulgated by the SUNY Board of Trustees, an Office of Community Colleges staff member works with each campus to advance presidential candidates who have the requisite professional and experience qualifications. We help the campus trustees to nominate the best people, those with recognized credentials, men and women who will move their campus a quantum leap forward. Since I've been Deputy to the Chancellor, SUNY community colleges have appointed their first two women presidents and their first minority president. This affirmative action emphasis at the top campus level is a reflection of other campus hires. A recent report by Executive Assistant to the Chancellor for Affirmative Action Dolores B. Schmidt showed that community colleges have a higher percentage of women faculty members (35.2 percent) than do the other campuses in the SUNY system (23.8 percent). In addition, community colleges have made the most progress toward achieving pay equity for male and female faculty members.*"

Q — Presidents at both State-operated and community college campuses have been heard to complain that the budget process, the Herculean effort necessary to secure adequate funding for the campus each year, takes up so much time that it interferes with their major assignment of administering the institution. Is this justified?

A — *In a way, this is like a cook objecting because he has to prepare dinner. In a public institution, a major responsibility is to justify to the state and citizens the worthwhile expenditure of public funds. It may have been Winston Churchill who said democracy is the worst possible way to run a government, until you consider the alternatives. Budgeting and justification of programs is a complicated process, and I understand the frustration in having to devote so much energy to this part of our job, but it is after all, a major responsibility of every administrator. I guess I'd just have to agree with Harry Truman on this point: "If you can't stand the heat, get out of the kitchen."*

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Perspective . . .

Continued from page 43

Q — For at least two budget cycles, the Governor's Executive Budget as presented to the Legislature has fallen far short of the amounts requested for Community College operations by the SUNY Trustees and your office. Yet each year, following a maximum effort by community college trustees, residents in areas of the state most directly affected, county executives and fiscal chiefs, University professionals, campus officials and others, the Legislature and the Executive Branch have acted to restore a workable budget. Is this scenario likely to continue each year?

A — ***I wish I could say that some day we'd have an Executive Budget that so completely recognizes the needs of community colleges that we would not have to make an additional appeal to the Legislature, but this hasn't been the case since the Rockefeller years. Because community college funding comes chiefly from the Local Assistance portion of the budget, our appropriations are in the part which is fed back to the local counties. We would like to be part of the State operations budget, but this isn't likely to happen soon. I think we can expect to have to continue to make our case to the Legislature as well as to the framers of the Executive Budget for the foreseeable future.***

Q — One of Chancellor Wharton's five priorities for State University calls for the raising of funds over and above what New York State, local sponsors and student tuitions provide. As some of SUNY's youngest institutions, community colleges are just beginning to build alumni and development programs. Can you comment on the progress of these efforts to date and their future prospects?

A — ***Fashion Institute and Jamestown have had successful fund-raising efforts for many years, and Suffolk County has just received a $1 million gift to fund a program in education for the deaf. Jamestown is planning a major capital campaign to equip its unique Roger Tory Peterson Institute for the Study of Natural History. And don't forget, some community colleges got a big initial push from gifts. Herkimer County and Corning were able to begin their institutional lives with no local debt because donations provided the land and built the initial campus. A study of development programs at community colleges shows that 23 colleges raised more than $1.8 million in academic 1982-83, an increase of 36 percent over the previous year. Prospects for the future are good. After all, many of the major gifts to higher education are from business and industry, a clientele which community colleges serve especially well.***

Q — As one analyzes enrollments by course of study, more and more students at the community colleges seem to be enrolling in technical curricula as job opportunities seem best in these career fields. Do you see a leveling off of this trend in the near future?

A — ***There won't be any leveling off any time soon. In 1995, when somebody else is sitting in this seat, we will have 15 or 20 new technical programs, perhaps middle earth management, space exploration technology, acid rain clean-up specialist — curricula we can't even dream of today. Some of the current ones will be gone, some will grow, some will develop tangential branches which we can't even predict right now.***

Q — What does the future hold for the continued emergence and institutional well-being of community colleges?

A — ***The future of community colleges is secure as long as they remain adaptable to the changes of society and the needs of the citizenry. The only time I get discouraged is when I see a tendency to "solidify' around established structures or established funding sources. We are a social invention, susceptible to change. I see community colleges becoming interested in the high schools again, offering joint programs for enrichment, exchanging teachers. With age expentancy increasing, it's a safe bet to predict more programs for our aging clientele, such as self-help health care. As long as they continue to be service-centered, need-centered, comprehensive institutions, community colleges will flourish.***

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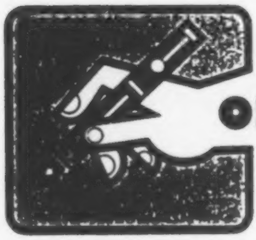
This SPECIAL REPORT — *The Community Colleges: "On The Move"* — was researched and written by Harry E. Charlton, Communications Officer in the Office of University Affairs and Development. It was produced by the Office of University Affairs and Development, in cooperation with the Graphic Arts Department and Print Shop of the SUNY Central Administration.



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SCHOOL/COLLEGE PARTNERSHIP: WRITING ACROSS THE CURRICULUM, GRADES 9-14

by Patricia Bernadt Durfee
Professor of English
Broome Community College

Since a Writing Across the Curriculum summer institute was held at Rutgers University in 1971, the ranks of those supporting using writing in other-than-English classes to improve communication and to enhance learning has swelled at the college and university level. It was not until the late 1970's, however, that work with WAC began to catch hold in the secondary schools, but although school-based programs and in-service training did create an awareness of the role that writing plays in student learning, that aspect of WAC still remains a misunderstood or even unfamiliar term in many public school districts.

As a result of my own work as director of a college-based WAC Program since 1985 and observing the enthusiasm and successes of those teaching "writing-emphasis" courses in every department on the campus, I began to consider the possibility of developing a collaboration between my college and local high schools to explore the merits of using writing as an instructional strategy in all disciplines across the grades 9-14. Such a collaboration, I reasoned, could establish some continuity of writing experiences for the over 30% of area public school students who enroll at the community college and, in doing so, might begin to challenge the fragmenting of learning that so often occurs when secondary and post-secondary education are regarded as separate entities. If meaningful articulation were to occur, however, it would be necessary to demonstrate to those in the public school sector that using writing to impact learning in all content courses had value and was worthy of their attention and acceptance.

As one of the major foci of the writing across the curriculum movement, writing-to-learn rests firmly on an entire body of respected research. The beginnings can be traced back to England in the early 70's and the work from the Schools Council Development Project on Writing Across the Curriculum which considered the role of learning and students' writing in all parts of the curriculum. These researchers, particularly James Britton (1975) and Nancy Martin (1976), demonstrated the significant role that "expressive writing," the informal form of writing closest to speech and to self, plays in fostering student learning and thinking. This exploratory, personal language, freed from formal language conventions such as spelling and punctuation is the first language that one uses to begin to capture and symbolize ideas, to speculate and explore with them, but it is not the "transactional language" (Britton's term for language to inform an audience) ready to be made public. Generally this body of work supports the belief that writing is a particularly effective means of thinking through and connecting ideas and for incorporating new concepts into existing frameworks of knowledge.

Writing, then, goes beyond being an important tool for literacy; it is a means for encouraging students to interact with the world, writing their way to understanding.

By the mid-70's, the British WAC work began to take hold in America with Janet Emig being only one of the numerous researchers and scholars who gave serious attention to the relationship between thought and language, establishing a substantial theoretical base giving credibility to recommendations that using writing-to-learn strategies in classrooms makes sense. In "Writing as a Mode of Learning," Emig (1977) discusses why writing is such a powerful tool for learning: writing constantly reinforces learning through a cycle involving hand, eye, and brain. In fact, The series of meetings differed at each school due to principal preference, but in all cases I made sure to inform the department chairs of my intent and to secure their support. Of particular concern to me were the English chairs, since I did not want them to consider I was "invading" their territory. Although each school district questioned future financial and personnel obligations; all of them did agree to release school representatives for an afternoon to participate in the planning session. (Later this was extended for monthly meetings during the 1992-93 school year.) Given the state of school budgets, this release time was a positive indication of administrative interest.

In setting up the steering committee, I followed the advice of Ron Fortune in *School-College Collaborative Programs in English* (1982), investing care to establish the fact that my project was truly a collaborative one which would use the talents of all involved. In doing so, I attempted to eliminate the traditional "academic pecking order" to increase changes that all contributions would be valued. Throughout my interviews with teachers, I found them interested, but generally uninformed. Nevertheless, most appeared to be effective teachers, who placed a value on writing even if they admitted "not doing enough," and who were open to new ideas and willing to consider varying current classroom practices. By the last week in April, I had a group of eight secondary school people who, together with three of us from the community college, founded the Broome County Writing Council.

At our organizational meeting in early fall, the Council decided to meet monthly for the first semester as a study group to investigate the various ways writing can operating in a classroom. As a group we first needed a nurturing context to discuss how writing is linked between writing and learned instead of imposing that knowledge on them. It made sense to me that, once they had made the discovery, they would be eager to share that insight with their own colleagues.

The fall meetings were spirited and informative. So spirited, in fact, that we often found it difficult to focus only on the issue of the moment. Initially, we discussed and debated the traditional learning model with teachers as dispensers of knowledge and students as passive receivers in this direct transaction (Gradgrind in *Hard Times* comes to mind) and contrasted that with the new model with the teachers acting more as faciliators who view the acquiring of knowledge as an activity, encouraging students to write/do to gain access to the material for themselves. We used these models as a way of both identifying what kinds of writing already took place in the area schools and new roles writing might take given the school-based constraints that several felt. We concluded that using writing only as a means of displaying knowledge could be mentally crippling for the student because it did not necessarily encourage development of critical thinking skills.

Following a couple of study sessions/discussions, the group decided to experiment. After discussing and practicing some of the informal writing activities used at BCC (freewriting, question writing, speculative writing, summary writing, and retrospective writing in which students respond to the important ideas from a text), we agreed to experiment with some of these in our own content classes to get students to focus on the material at hand, to summarize or synthesize, or think creatively, freed from the intimidation of "doing it right." The reactions of the group underscore the success of the experiment:

- Having students write out questions they have about the material before it is discussed benefits all, especially the weaker students.
- Students don't know what they are told as well as knowing what they find out for themselves.
- Writing about a subject before a traditional assignment helps students evaluate their own observations and experiences.
- Informal writing gets students to think for themselves instead of what others have already thought. And, as one teacher so aptly put, "Writing-to learn strategies take students to places I have never seen them go before with their thinking."

Nevertheless, despite experiencing uniform success with these strategies, the Council did raise concern about time constraints, that there was not enough time to effectively use these and still "cover the material." Perhaps that could happen if writing activities were just added on to the course, but when they are integrated into the existing course or the existing course is modified to accommodate the activities, they enhance learning, foster engagement with what is being studied, and give the student more mastery of subject matter.

From our own work this semester, we have the benefits of collaboration and agree that articulation between the high schools and the community college can provide a continuity of writing/learning experiences, providing a more effective transition between high school and college. Now comes the real test. As a result of the success of our internal program, the Council is ready to develop models for work with the high school colleagues of Council members. Starting with a session during a Superintendent's Day in March, we will lead workshops to encourage others to incorporate writing into their classes as a fundamental way of help their students create meaning. We gave begun to build the future of the Broome Writing Council.

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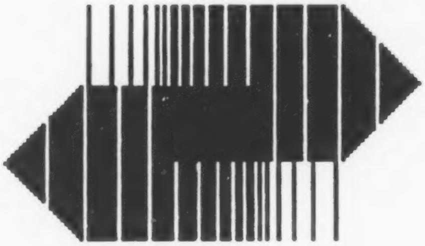
STATE UNIVERSITY OF NEW YORK

A REVIEW OF SUNY'S TRANSFER AND ARTICULATION POLICIES AND ENROLLMENT INITIATIVES



How Effectively Are These Initiatives Serving Transfer Students?

Dr. Janet M. Edwards
for the Office of Access Services
Student Affairs & Special Programs
SUNY Central Administration
August 1993

"The message is clear: If those who manage public institutions cannot solve the articulation problem, those who help finance them will."

James Cicarelli
Dean of the College of Business Administration
Youngstown State University

"Fools act on imagination without knowledge; pedants act on knowledge without imagination. The task of university is to weld together imagination and experience."

Alfred North Whitehead

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FORWARD

This review of the university's transfer articulation and enrollment initiatives and policies has been conducted to determine how effectively these efforts are meeting the needs of SUNY two- and four-year campuses and, more particularly, how effectively the university is serving those students who enter the system at two-year colleges and complete the associate degree with the goal of transferring to baccalaureate programs in SUNY. During the review, five working papers have been produced. In some instances, a level of specificity exists in the working papers that may be excluded from the final document. Where this is the case, reference has been made to the working paper by title as listed below. The working papers are found in the Appendix.

- **Summary of July 1992 Transfer Survey**
- **The Evolution of Policies Pertaining to the Transfer of Students Within the State University of New York**
- **Recent Trends in Student Transfer**
- **Summary of Presidential Narratives: Enrollment Planning Update -- Fall 1990 Cycle**
- **Summary of Community College President's Narratives: Enrollment Planning Update -- Fall 1993**

The following data reviews and analyses were conducted as a basis for this report.

- Review and summarization of the responses to the August 1992 Transfer Survey of Baccalaureate Campuses.
- Review and analysis of the current and past Board of Trustees' transfer policies.
- Review of the presidential narratives submitted by presidents of state-operated and community colleges, as part of the 1990 enrollment planning cycle.
- Review of the presidential narratives submitted by presidents of community colleges as part of the 1993 enrollment planning cycle.
- Review and analysis of system-wide data on applications, acceptance, denial, deposits, curriculum choice, and enrollment of transfer students from 1981 to 1991.
- Conversations with a variety of individuals within and outside SUNY, including directors of admissions and transfer counselors.

ACKNOWLEDGEMENTS

I am indebted to a variety of people who shared both data and insights with me including Jo Ann Krause, Director of Student Services Processing Center, SUNY Office of Access Services; Sherwin Iverson, Assistant Provost for Policy Analysis, SUNY Office of Planning and Policy Analysis, Phyllis Bader-Borel, Assistant Provost for Undergraduate Programs, SUNY Office of Academic Programs; Kathryn Van Arnam, Assistant Provost for Academic Programs, SUNY Office of Academic Programs and Research; Laverna Fadale, Senior Research Associate, Two-year College Development Center, and transfer counselors who attended the spring 1993 New York State Transfer and Articulation Association Conference. I thank them for their generosity and trust, and take full responsibility for the interpretation and analysis of such data and insights.

ORGANIZATION OF THE REPORT

This report contains five sections. **Section one** describes the evolution of Board of Trustees' transfer policies and focuses on the intent, underlying values, and expected impact of current and past transfer policies. **Section two** analyzes four types of application and enrollment trends with a partial description of the complex and dynamic context in which the current transfer policy has been implemented. **Section three** analyzes the impact of the current transfer policy, despite the inherent difficulty of such activity. **Section four** provides a description of the current situation related to transfer within SUNY, the problems and issues. **Section five** offers recommendations for action.

SECTION ONE

POLICIES PERTAINING TO THE TRANSFER OF STUDENTS WITHIN THE STATE UNIVERSITY OF NEW YORK

On November 19, 1972 the Board of Trustees of the State University of New York (SUNY) adopted a transfer policy, effective fall 1974, intended to guarantee to New York state residents who possessed Associate in Arts (A.A.), or Associate in Science (A.S.) degrees from SUNY two-year colleges, opportunities to continue their education at baccalaureate campuses within SUNY on a full-time basis with junior-level standing. The same policy statement indicated that *"...this guarantee will be extended to every such graduate who possesses an Associate in Applied Science degree as rapidly as appropriate existing programs are expanded and new programs developed" (SUNY, 1973, p. 1).*

The values underlying this policy statement include the following:

- SUNY is a system of postsecondary education consisting of a variety of two- and four-year campuses designed to serve the residents of New York state as a system.

- Students who begin their study on any of the two-year campuses and achieve satisfactorily have the right to continue to seek education within the SUNY system commensurate with their interests and achievements.

- The two-year colleges will become increasingly the entry point into the SUNY system for students.

- Baccalaureate degree-granting colleges will serve increasingly greater proportions of upper-division students by moving toward the 40 percent/60 percent ratio between lower and upper division students.

- Transfer of students before the completion of the associate degree is discouraged except where inter-campus programs prescribe such transfer.

- The successful completion of coursework entitling students to the A.A. or A.S. degree also entitles students to full junior standing in a program at a baccalaureate campus.

- Transfer students who have earned the A.A. or A.S. degree will be provided with the same opportunities for financial aid available to continuing and returning students at the baccalaureate campus.

It is clear that the expected impact of the transfer policy was that all New York state resident graduates of SUNY two-year campuses holding A.A. or A.S. degrees who wished to continue their education at senior SUNY campuses would be able to do so, and that they would be treated equitably with junior level continuing students. Less clear, but nevertheless inherent in the policy, was the assumption that the baccalaureate campuses at which students would be able to continue their education might not be those of the students' choices; nor would the programs be those of the students' choices. In a more global sense, it was also expected that SUNY would work as a multi-level system to serve New York state residents, and that the benefits of the transfer guarantee would be extended to holders of the A.A.S. degree at some time in the future.

The actual impact of the 1992 transfer policy fell somewhat short of these expectations as noted by Chancellor Clifton R. Wharton in his March 26, 1980 memorandum to the Board of Trustees when he stated:

> *I know that the Trustees recognize that strong articulation ties exist among several State University units. However, I am also aware of your concern that many problems still are unresolved, and that the rate of progress has been slow (Wharton, 1980, p. 2).*

At his recommendation, the Board of Trustees returned to the issue of the transfer of students and the articulation of academic programs, and adopted a resolution effective fall 1982 intended to reaffirm and strengthen the 1972 transfer policy. In particular, the March 1980 policy referred to "parallel" academic programs, and reiterated the intent that A.A. and A.S. graduates should be able to attend full-time, be accorded full junior standing in "parallel programs," and be given the opportunity to complete the baccalaureate degree requirements in these programs in four additional semesters of full-time study. In addition, the policy authorized the "Chancellor, or his designee" to take the necessary actions to assure that individual campuses establish "appropriate administrative and academic procedures" to implement the policy" (Wharton, 1980, p. 1).

The values underlying the 1980 transfer policy were the same as those on which the 1972 policy had been based plus the following:

- Some strong articulation ties exist among some units of SUNY.

- Many problems pertaining to the transfer of students and the articulation of academic programs are unresolved.

- The 1972 transfer policy needs reaffirmation and strengthening.

- Campus presidents have the responsibility for resolving the problems and, if necessary, implementing the policy with the assistance of the Council of Presidents.

- SUNY's Office of Academic Programs, Policy, and Planning has information concerning campus procedures and existing articulation agreements that campus presidents may find helpful.

The expected impact of the 1980 transfer policy was that the 1972 transfer policy would be implemented, and that campus presidents would take an active role in the resolution of problems and the development of articulation agreements. Further, the expectation was that the Council of Presidents would play a mediating role to assist campus presidents in their efforts, and that SUNY's Office of Academic Programs, Policy, and Planning would also assist campus presidents when requested to do so.

The actual impact of the 1980 transfer policy was described from the perspective of the Acting Chancellor, Jerome B. Komisar, in his June 24, 1987 memorandum to the Board of Trustees as follows:

> *The principal effect of the 1980 resolution was to improve integration of program majors, allowing students to take appropriate lower division components in a field or discipline at a two-year institution, and then to transfer to another university campus, completing their baccalaureate program with two additional years of academic work. The 1980 policy has greatly facilitated student transfers between two- and four-year institutions of State University with regard to major programs (Komisar, 1987, p. 2).*

Having said this, Komisar indicated that unresolved problems existed related to the inequality of admissions requirements of upper-division majors for transfer and continuing students, and the evaluation of credit for coursework outside the major and for general education courses. To address these issues, he recommended and the Board of Trustees passed a transfer and articulation policy on June 24, 1987 for implementation in fall 1988.

The intent of this transfer and articulation policy was to reaffirm and strengthen the transfer policy statements of November 1972 and March 1980 which stated SUNY's "...commitment to upper-division access for graduates of State University of New York two-year institutions" (Komisar, 1987, p. 1). Further, the intent was to grant full-transfer credit for general education courses successfully completed at the two-year campus when graduates enrolled in parallel programs at baccalaureate campuses. In addition, the policy intended that transfer students would be treated equitably with continuing students with respect to admissions requirements for upper-division majors, and be provided access to such services as financial aid, housing, advisement, and registration in the same manner as native students.

The June 1987 transfer and articulation policy departed from the November 1972 and March 1980 transfer policies in several important ways:

- It was written in gender neutral language.
- It was called a "Transfer and Articulation Policy."
- It referred to SUNY's commitment to upper-division access for two-year college graduates, and made no mention of the specific degrees attained by these graduates.

It is clear that the following values on which the previous policies were based were, once again, the basis for the current policy:

- SUNY is a system of postsecondary education consisting of a variety of two- and four-year campuses designed to serve the residents of New York state as a system.

- Students who begin their study on any of the two-year campuses and achieve satisfactorily, have the right to continue to seek education within the SUNY system commensurate with their interests and achievements.

- Many problems pertaining to the transfer of students and the articulation of academic programs remain unresolved.

It is also clear that several additional values affected the 1987 policy statement:

- All graduates (associate degree holders) of SUNY two-year campuses will be covered by the transfer guarantee previously extended only to those graduates holding the A.A. and A.S. degrees.

- Curricular articulation is an important factor in the successful transfer of students.

- Transfer students will not be required to repeat courses similar in content to those successfully completed on the two-year campus.

Values concerning the role of two-year colleges as entry points to the university, an increasing proportion of upper-division students at baccalaureate campuses, and the discouragement of transfer prior to the completion of the associate degree are not reflected in the 1987 transfer and articulation policy. It is unclear what the intent of the 1987 policy statement was with respect to these values.

The expected impact of the 1987 transfer and articulation policy was described by the Vice Chancellor for Academic Programs, Policy, and Planning, Sherry H. Penney, as follows in her August 24, 1987 "Memorandum to Presidents":

> *...to ensure that SUNY students who begin their study at the two-year campuses and then transfer for upper-division work at one or our senior campuses, are offered an integrated education experience (Penny, 1987, p. 1).*

It is impossible to assess the actual impact of the 1987 transfer and articulation policy from the next generation of policy statements and "Memorandum to Presidents" related to the transfer of students and the articulation of academic programs. Joseph C. Burke, Provost, in his November 19, 1990 "Memorandum to Presidents," describes the motivation for the current policy as reflecting *"the university's commitment to articulation by reaffirming, extending, and strengthening its existing policies on transfer and articulation,"* and notes the incorporation of all transfer policies into one document (Burke, 1990, p. 1).

The "Background" section of the policy statement summarizes the intent of each of the three previous policy statements, but fails to mention that the third (1987) policy extended the transfer guarantee to all graduates of SUNY two-year colleges. It then describes the intent of the additional proposals as follows:

- To extend the university's transfer policy to A.A. and A.A. graduates of the City University of New York;

- To give priority consideration in the enrollment planning by baccalaureate campuses to graduates with A.A. and A.S. degrees from SUNY and CUNY over other transfers;

- To ensure that academic decisions on admissions for such transfer students are based solely on their previous collegiate record;

- To charge baccalaureate institutions to pay particular attention to applications from A.A. and A.S. graduates from their region who may be unable to relocate to other parts of the state;

- To encourage baccalaureate campuses and two-year colleges of SUNY to maintain and expand their many articulation agreements across the state, and to be especially concerned for place-bound students by having institutions in close geographical proximity expand articulation agreements and, where appropriate, establish joint admission agreements;

- To ensure that SUNY baccalaureate campuses continue to provide access for transfer graduates throughout the state;

- To reaffirm that SUNY will provide access to first-time students at both its baccalaureate and its two-year campuses;

- To ensure that the current transfer opportunities which exist for SUNY A.A.S. degree holders are not diminished in any way by these policies; and

- To provide guidelines for the transfer policy to ensure its effective implementation (Johnstone, 1990, p. 4).

The values underlying this current policy are obviously similar to those of the previous policies in terms of SUNY serving the residents of New York state as a multi-level system of postsecondary education, and the commitment of the university to continue to resolve the myriad issues related to the transfer of students and the articulation of academic programs. In addition, the most recent policy clarifies the existence of the following values concerning the role of two and four-year campuses as entry points to the university, and the importance of upper-division students on baccalaureate campuses:

- Two- and four-year campuses will serve as entry points for first-time students.

- Baccalaureate campuses will give priority in their enrollment planning to A.A. and A.S. degree holders from SUNY and CUNY.

In addition, the following new values are reflected in the current policy:

- The City University of New York (CUNY) is recognized as part of the multi-level public system of postsecondary education designed to serve the residents of New York state.

- Campuses within SUNY and CUNY will collaborate to serve the residents of New York state.

- SUNY baccalaureate campuses will make special efforts to serve the educational needs of New York state residents from the region in which they are located who are unable to relocate.

- Two-year and baccalaureate campuses of SUNY will collaborate regionally as well as statewide, to meet the educational needs of residents of New York state.

- Admissions decisions for degree transfer students will be based entirely on their two-year academic records.

- Transfer opportunities in existence for SUNY A.A.S. degree holders will not be diminished.

The expected impact of the 1990 transfer policy include the following:

- An extension of its benefits to A.A. and A.S. graduates of the City University of New York (CUNY);

- Changes in the enrollment planning process at SUNY baccalaureate campuses;

- Increased program articulation statewide and regionally, and increased joint admissions agreements among campuses in the same geographic region;

- Establishment of a transfer and articulation committee;

- Establishment of a policy of implementation guidelines, and specific procedures and timetables for the placement of eligible applicants denied at all of their SUNY choices;

- Periodic reports to the Board of Trustees concerning the implementation of the policy and the issue of *"access to baccalaureate campuses for both first-time and transfer students" (Guidelines, p. 1).*

SECTION TWO

ANALYSIS OF TRANSFER APPLICATION AND ENROLLMENT TRENDS

Depending on how one defines "access," and depending on one's position in the SUNY system, access to SUNY baccalaureate campuses for transfer students appears to have either increased or decreased since fall 1981. Four sets of admissions application and enrollment trends have been examined to demonstrate how this is possible.

The review points out the complexity of the enrollment context, and the variety of perspectives on transfer enrollment represented by various members of the university community. One's view of the status of access to baccalaureate campuses for SUNY graduates differs depending on one's position and experiences in the university. For example, baccalaureate campus presidents may see access as having increased, because transfer student enrollment goals have been revised upward on many campuses, new transfer student enrollment and program articulation initiatives have been implemented, and transfer enrollments for A.A. and A.S. degree holders have increased. Two-year SUNY campus presidents and transfer counselors who work with transfers, including large numbers of A.A.S. degree holders who want to transfer to particular baccalaureate campuses in particular programs, many more of whom are being denied those opportunities than ever before, may legitimately perceive access to SUNY baccalaureate campuses as decreased. Administrators with access to university-wide access services and enrollment data may legitimately perceive that neither of these campus-based perspectives is inclusive enough to represent the broader reality of the situation.

1. Trends in Acceptances and Deposits

First, as can be seen in Chart 1 on page 18, there have been modest numerical increases in transfer access from 1981 to 1991, as measured by increases in acceptances and deposits for all transfer applicants and two-year graduates in the aggregate (data source: J. Krause, "Brief Summary APC Transfer Choices Filed" - 1/11/93). Acceptances for all transfer applicants increased 8.1 percent (2,610), and deposits increased 5.9 percent (1,093). Not evident from Chart 1, but embedded in the overall trends, acceptances for two-year graduates increased 5 percent (742), and deposits increased .3 percent (22). At the same time, the number of associate degree holders who submitted deposits decreased 2 percent, from 40 percent to 38 percent of all transfer applicants.

The greatest increases in access, defined in these terms, for these two groups, occurred from 1987 to 1991. Acceptances for all transfer applicants increased 22 percent (6,191), and deposits increased 15.2 percent (2,596) during this period. Acceptances for two-year graduates increased 33.8 percent (3,868), and deposits increased 21.9 percent (1,353). The number of associate degree holders who deposited during this period also increased 2 percent from 36 percent to 38 percent, but did not completely recover to its former level of 40 percent of all transfer applicants.

Increases in acceptances and deposits are not present, however, across all associate degree groups. As indicated in Chart 2 on page 19, from 1981 to 1991 acceptances for A.A. and A.S. graduates increased 33 percent (1,164), and 25 percent (1,047) respectively, while acceptances for A.A.S. and A.O.S. graduates declined by 21 percent (-1,354), and 42 percent (-115) respectively. Deposits, Chart 3 on page 20, show a similar pattern with deposits for A.A. and A.S. graduates increasing 24 percent (411), and 21 percent (431) respectively, and deposits for A.A.S. and A.O.S. graduates decreasing 21 percent (-740) and 43 percent (-80) respectively. The pattern of changes in acceptances and deposits for the various degree groups from 1987 through 1991 varied slightly with the lowest number of acceptances and deposits occurring in years other than 1987 for some degree groups. However, this time period, unlike the 1981 and 1991 period, represented a period of increased access for all degree groups. For example, acceptances for A.A. and A.S. graduates increased by 60 percent (1,774) and 48 percent (1,735) respectively, and acceptances for A.A.S. and A.O.S. graduates increased 6.5 percent (312) and 41 percent (47) respectively. A similar pattern of increases is evident in deposits for all degree groups: A.A. +46 percent (677), A.S. +35 percent (635), A.A.S. +.3 percent (+8), and A.O.S. +45 percent (33).

The increases discernable in acceptances and deposits during the 1987 to 1991 period may be related to the enactment of a revised transfer policy in June 1987. This period represents a recovery for all degree groups from a period of serious erosion of access evident from 1981 to 1987, but as indicated earlier, increases did not offset the effects of the earlier erosion for two groups of degree holders . . . A.A.S. and A.O.S. graduates.

In general, from 1981 to 1991 modest increases in acceptances and deposits are observable for all transfer applicants, including two-year associate degree graduates. During that same period, substantial increases in acceptances and deposits are evident for the A.A. and A.S. degree graduates. Using such a definition of "access," it can be said that access for A.A. and A.S. degree holders to SUNY baccalaureate campuses (those graduates currently covered by the transfer policy) was increasing when the current transfer policy was enacted in November 1990 while access for A.A.S. and A.O.S. graduates had decreased.

This analysis is supported by enrollment data from 1981-1991 which shows a decrease in A.A.S. and A.O.S. enrollment of 17 percent (-446), but a 26 percent (716) increase in A.A. and A.S. graduate transfer enrollments. (Data source: SUNY OIR, *Application and Enrollment Patterns of Transfer Students - Fall 1991, Rpt. No. 6-92).* The decrease in overall transfer enrollment at SUNY baccalaureate campuses reported in this document can be attributed to a decreasing percentage of all transfers enrolling at campuses, from 61 percent in 1981, to 55 percent in 1991. This enrollment decline of 4.3 percent (-810) at baccalaureate campuses is consistent with the APC data trend described previously indicating that, since 1981, the percentage of associate degree holders in the total applicant pool has declined from 40 percent to 38 percent.

2. Trends in Applications, Denials, and Rates of Acceptance, Denials, and Deposits Paid

The second set of trends defining the phenomenon of "access" is related to transfer applications and denials and the rates of acceptance, denial, and paid deposits. Despite the increases in acceptance and deposits described previously, the demand for transfer spaces has increased at a much higher rate than did SUNY's ability to meet that demand. As a result, access to SUNY baccalaureate campuses, as defined by the rate of enrollment per application, decreased from 1981 to 1991.

As can be seen in Chart 1 on page 18, from 1981 to 1991, total transfer applications increased 18 percent (10,231), far more rapidly than did acceptances (+8.1 percent) or deposits (+5.9 percent). Embedded in this increase, although not displayed in Chart 1, applications from SUNY two-year college graduates increased 19 percent (4,729), again, far more rapidly than acceptances (+5 percent), or deposits (+.3 percent) for this group of applicants. From 1987 to 1991, the increase in applications was even more striking with an increase of 37.6 percent (18,254) for all transfer applicants, and 55.7 percent (10,370) for associate degree holders. These increases were, once again, more rapid than the recovering rates of acceptance (+22 percent overall and +33.8 percent for two-year graduates), and deposits (+15.2 percent overall and 21.9 percent for associate degree holders), during this time period.

When examined in relation to the number of associate degrees being awarded by SUNY, an increase of only 3 percent (949) from 1981 to 1991, it appears that the increase in applications from associate degree transfers represented an increase in SUNY's ability to attract its own associate degree graduates. The increase in transfer applications of 4,729, even when reduced to reflect the effect of multiple applications per graduate, is well beyond the increase in the number of associate degrees awarded.

Given the rapid increase in demand for transfer spaces represented by the increasing application rates, and despite increased transfer enrollment goals reported by presidents at many SUNY baccalaureate campuses in their 1990 cycle enrollment planning narratives, the number and rate of denials soared, and acceptance rates dropped drastically. As indicated in Chart 1, page 18, denials of all transfer applications increased 76 percent (6,938) from 1981 to 1991, and denials of associate degree transfer applicants increased 102 percent (3,571). During the 1987 to 1991 period, denials of all transfer applications increased 101 percent (8,060), and denials of associate degree applicants increased 158 percent (4,343).

Similar to numerical changes in acceptances and deposits, the changes in applications and denials varied across degree groups. As indicated in Chart 4, page 21, increases in applications from associate degree holders from 1981 to 1991 are accounted for by increases of 47 percent (2,775), and 42 percent (3,006) for A.A. and A.S. degree holders respectively. At the same time, applications from A.A.S. and A.O.S. degree holders decreased 8.5 percent (-907), and 34 percent (-145) respectively, but the decreases in A.A.S. and A.O.S. were not large enough to offset the larger increases in the other two degree groups. The recovery period of 1987 to 1991 shows increases in applications for all degree groups: A.A. 86 percent (+4,030); A.S. 68 percent (+4,133); A.A.S. 29 percent (+2,146); A.O.S. 45 percent (+88).

Chart 5, page 22, presents similar data for denials which shows increases in all degree groups as follows: A.A. 160 percent (+1,291); A.S. 123 percent (+1,355); A.A.S. 57 percent (+894); A.O.S. 94 percent (+31). The period from 1987 to 1991 was not a recovery period with respect to denials of transfer applications, since spaces available at baccalaureate campuses (despite some increases as described previously), lagged sadly behind the demand. During this period, numerical increases in denials for all degree groups soared: A.A. 229 percent (+1,460); A.S. 163 percent (+1,525); A.A.S. 117 percent (+1,326); and A.O.S. 100 percent (+32).

In short, the increases in applications from two-year college graduates (demand) were greater than the increases in campus transfer enrollment goals (supply). As a result, acceptance rates at baccalaureate campuses for two-year graduates dropped drastically, and denial rates soared. At the same time, deposit rates sagged and the number of unsuccessful applicants with associate degrees denied at all of their SUNY choices increased. (See Charts 6 - 9, pages 23 through 26). The degree groups most negatively affected by these changes were the A.A.S. and A.O.S. graduates. The acceptance rates for these two categories declined 13 and 14 percent respectively while denial rates increased 13 percent. At the same time, the acceptance rates for A.A. and A.S. graduates declined 12 and 9 percent respectively while gaining 12 and 11 percent in denial rates respectively. As Chart 9 points out, the increase in unsuccessful A.A.S. applications was far greater than for any other degree category increasing by 337 applications as opposed to increases of 190, 247, and 17 for A.A., A.S., and A.O.S. degree holders respectively. The number of unsuccessful transfer candidates increased by 155 percent (791), from 1987 to 1991.

3. Trends in Curriculum Choice

A third set of trends relates to the issue of access to baccalaureate campuses for SUNY associate degree graduates based on the curriculum choices of applicants. In both fall 1981 and fall 1991, curriculum choices defined in the applications from associate degree holders remained relatively stable, with over one-half of the applicants in each sizeable degree group (A.A., A.S., and A.A.S.) expressing interest in only six disciplines. As indicated in Table 1, page 27, those disciplines which are named as being among the top six areas of interest are business and management, education, and social sciences. These same disciplines are also named as being among the top six preferences by transfers applying without a degree.

High demand programs are identified by having high application and high denial rates in 1981, 1986, and 1991; and by being identified in the 1992 Transfer Survey of Baccalaureate Campuses as programs requiring higher than minimum grade point averages for admission. (See Table 2, page 28). These programs are:

Accounting
Business and Business Administration
Communication
Criminal Justice
Education
Engineering
Nursing
Social Welfare/Work
Undeclared

Data, from the Central Administration's Office of Institutional Research Transfer Feedback Information System, indicate these high demand programs are sought out, not only by new transfer students, but also by undeclared students currently enrolled at the baccalaureate campuses. Some programs such as accounting and criminal justice receive relatively large numbers of new transfer students primarily from community colleges, while programs such as visual arts, telecommunications, business, business and public management, speech communications, and speech and hearing handicapped education, receive relatively large numbers only from colleges of technology. Attrition rates from these programs, with the exception of the undeclared major, are not particularly high when compared to the overall attrition median rate of 30 percent.

The curriculum choices of unsuccessful applicants denied at all of their SUNY choices are similar to those of associate degree applicants in general. As the number of unsuccessful applicants increased from fall 1987 to fall 1991, the programs to which 100 or more applied also increased as indicated in Table 3, page 29. Table 4, page 30, indicates the five most frequent curriculum choices of unsuccessful applicants from the three degree groups of substantial size (A.A., A.S., and A.A.S.). It is clear that the curriculum choices vary somewhat across degree groups, but that the disciplines of business and management, education, and social sciences are evident over the five-year time period and across degree groups.

4. Trends Related to Unsuccessful Applicants

A fourth set of transfer application and enrollment trends relates to graduates of SUNY two-year campuses who are denied admission to all of their SUNY college choices. As indicated previously, the number of unsuccessful applicants increased as applications and denials increased; and as the number of unsuccessful applicants increased, so did their colleges of origin which vary over time and across degree groups. From 1987 to 1991, the number of colleges of origin with 10 or more unsuccessful degree applicants (A.A., A.S., and A.O.S.) increased as follows:

DEGREE	1987	1991
A.A.	4	7
A.S.	2	12
A.A.S.	11	21

(lists of these colleges may be found in the Appendix, Recent Trends in Student Transfer).

Only 13 two-year colleges did not appear as colleges of origin for ten or more unsuccessful applicants in some degree category during this time period. Those colleges are:

Clinton
Columbia Greene
Erie
FIT
Fulton-Montgomery
North Country
Rockland
Schenectady
Sullivan
Tompkins Cortland
Ulster
Westchester

The number of baccalaureate colleges denying ten or more unsuccessful applicants in any degree category between 1987 and 1991 increased from 14 to 19. The number of denials per college increased as well. The increase in the number of colleges of choice denying ten or more unsuccessful applicants has been greatest (from 4 to 12) for applicants with the A.A. degree and smallest (from 12 to 19) for applicants with the A.A.S. degree.

Some baccalaureate campuses of student choice have not ever, or only rarely, denied ten or more unsuccessful applicants. They are:

Stony Brook - 1991 / A.A.S. degree holders only; Potsdam - 1988 / A.A.S. degree holders only; 1989 / A.A., A.S., and A.A.S. degree holders; Purchase - never ten or more in any degree category; Syracuse HSC - 1991 / A.A.S. degree holders only.

Most colleges of choice deny ten or more unsuccessful applicants in each degree group, A.A., A.S., and A.A.S.

Colleges of choice with the largest number of denials of unsuccessful candidates vary across degree categories as indicated in Table 5, page 31, but the university colleges at Buffalo and Oswego appear as places which deny relatively large numbers of unsuccessful candidates within all three degree categories in fall 1991. Table 5, page 31 also indicates the colleges of choice denying 100 or more unsuccessful applicants in fall 1991. Despite some exceptions from the perspective of the two-year colleges, access for their graduates to baccalaureate campuses in SUNY decreased dramatically from 1987 to 1991.

The combined effects of these application and enrollment trends create a context which is both complex and dynamic. Any analysis of the effectiveness of SUNY's transfer articulation and enrollment initiatives and policies must recognize the interactive nature of these trends as well as the complex and dynamic nature of student migration into and within the university.

CHART 1

STATE UNIVERSITY OF NEW YORK

Trends in Transfer Admission

Applications/Acceptances/Denials/Deposits

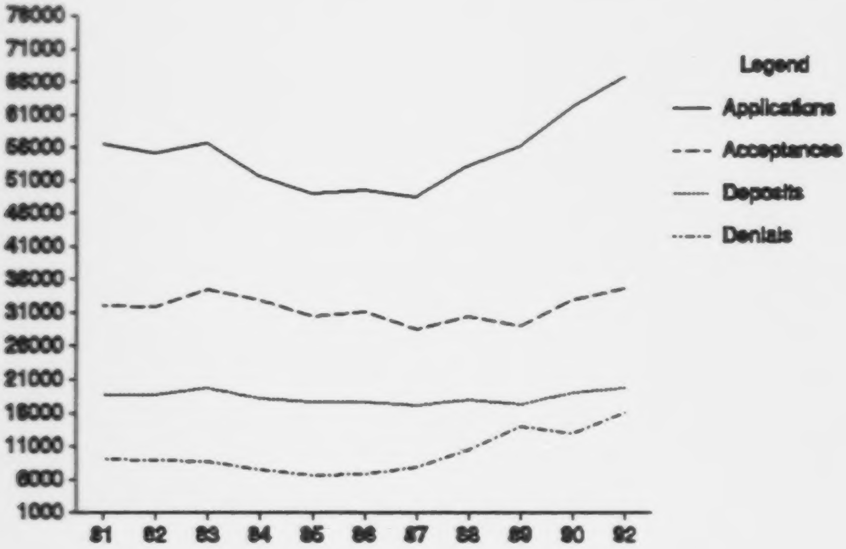

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CHART 2

STATE UNIVERSITY OF NEW YORK

Transfer Acceptance Trends by Degree Type

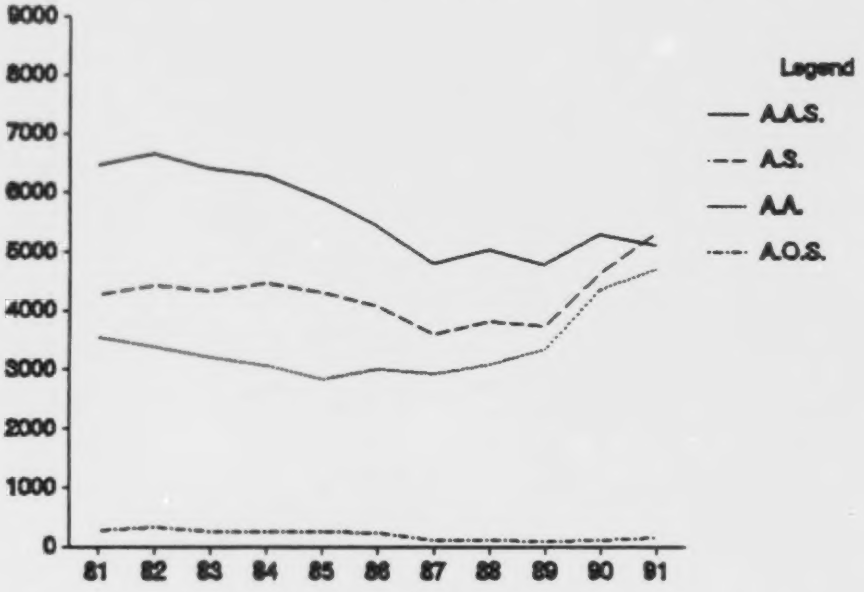

CHART 3

STATE UNIVERSITY OF NEW YORK

Transfer Deposit Trends by Degree Type

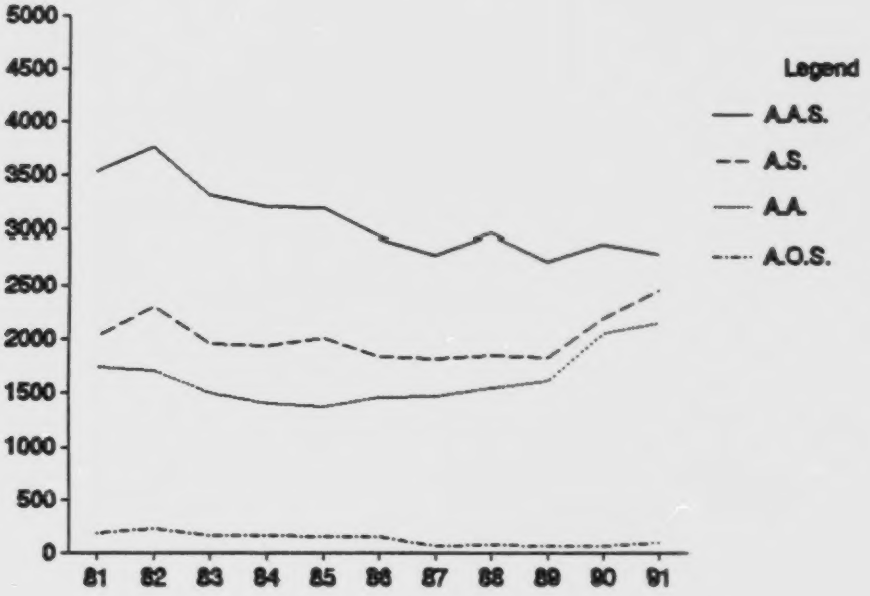

CHART 4

STATE UNIVERSITY OF NEW YORK

Transfer Application Trends by Degree Type

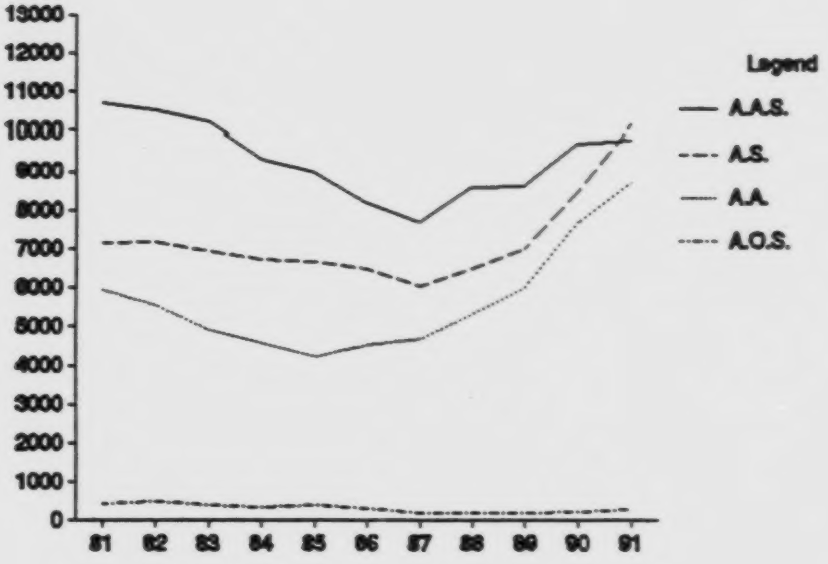

CHART 5

STATE UNIVERSITY OF NEW YORK

Transfer Denial Trends by Degree Type

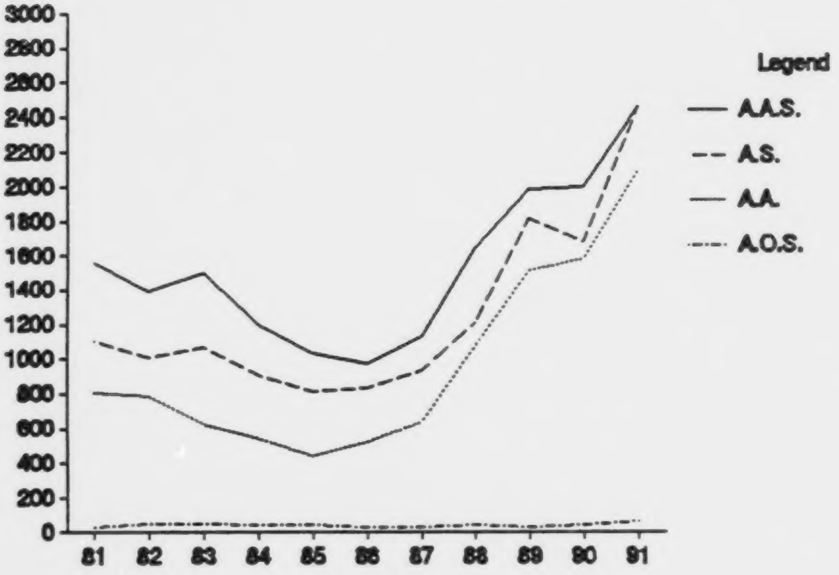

CHART 6

STATE UNIVERSITY OF NEW YORK

Transfer Acceptance Rates by Degree Type

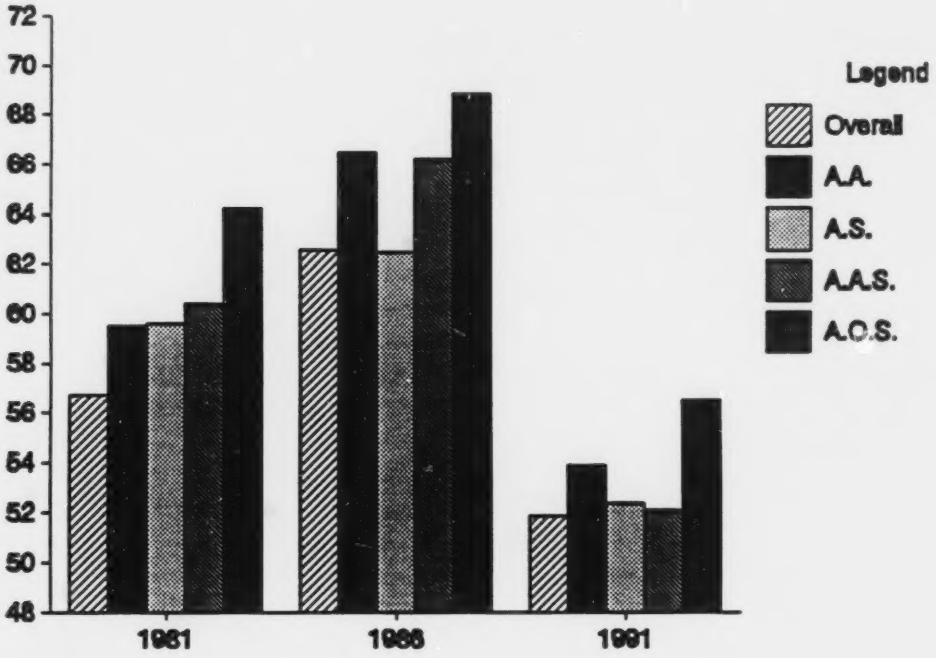

CHART 7

STATE UNIVERSITY OF NEW YORK

Transfer Denial Rates by Degree Type

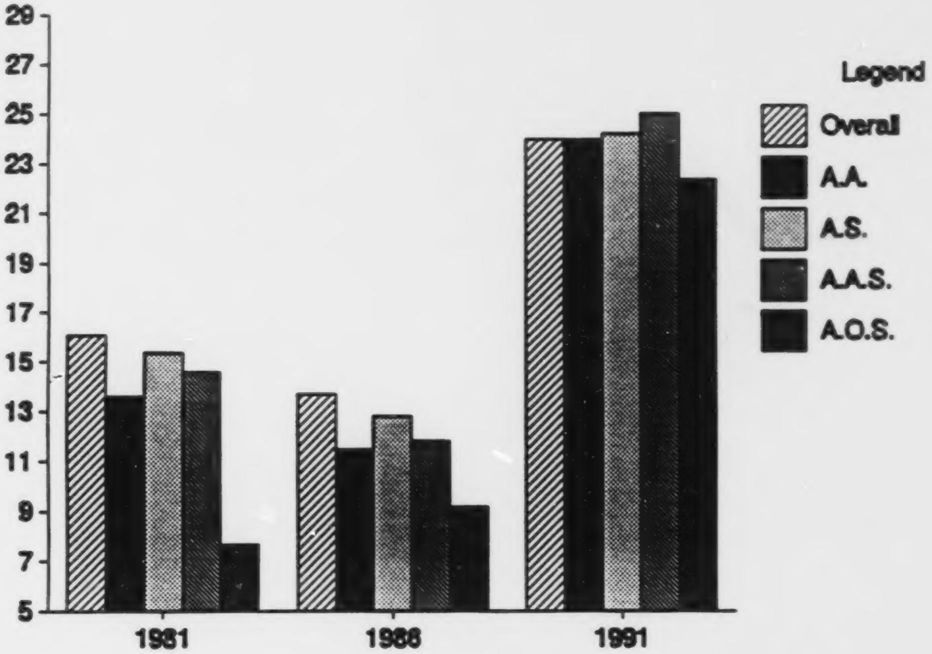

CHART 8

STATE UNIVERSITY OF NEW YORK

Transfer Deposit Rates by Degree Type

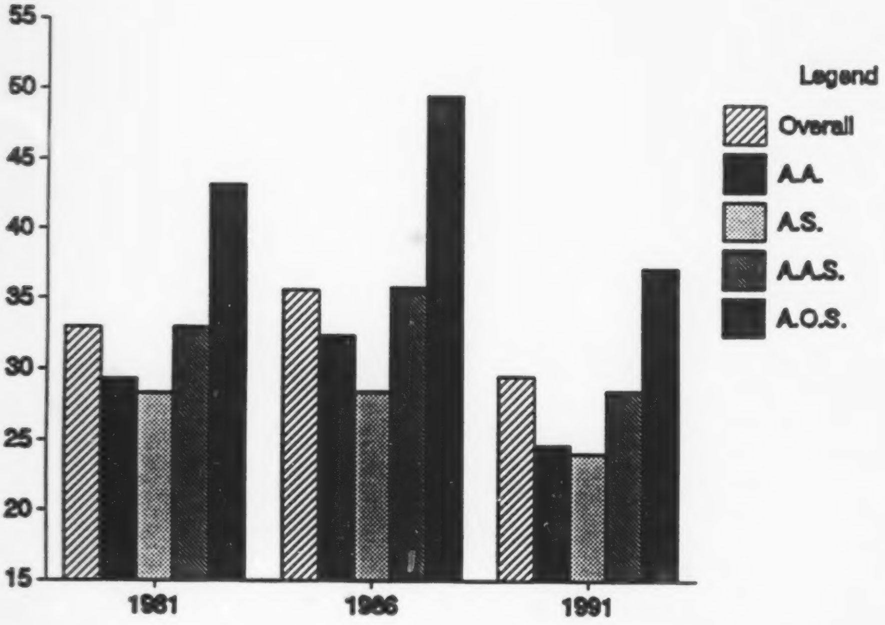

CHART 9

STATE UNIVERSITY OF NEW YORK

Unsuccessful Transfer Applicants by Degree Type

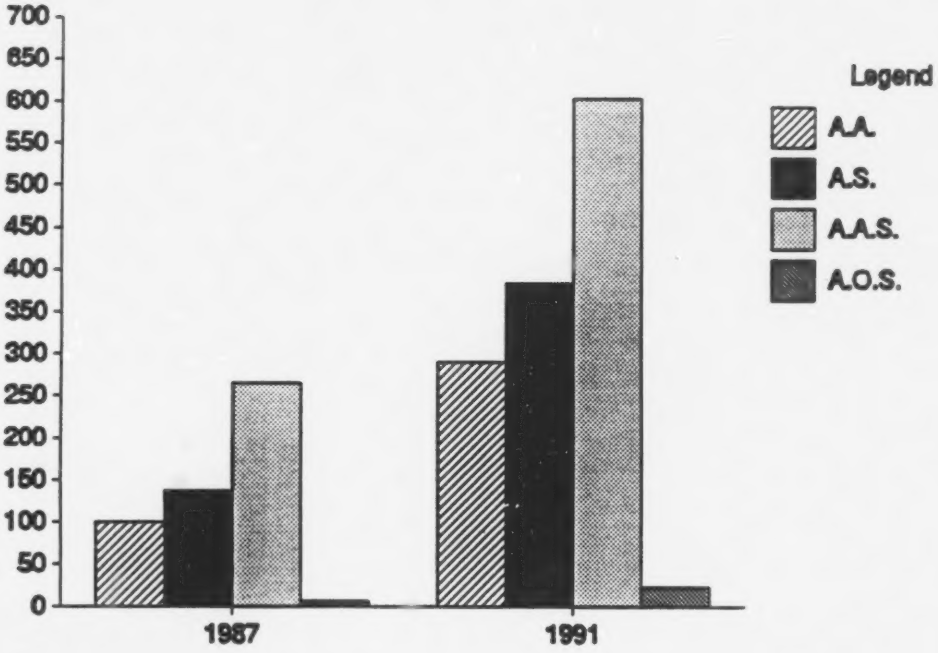

TABLE 1
STATE UNIVERSITY OF NEW YORK
MOST FREQUENT CURRICULUM CHOICES OF TRANSFER APPLICANTS
Fall 1981 and Fall 1991

	A.A.	A.S	A.A.S.	No Degree
Business & Management	*	*	*	*
Education	*	*	*	*
Social Sciences	*	#	#	#
Health Professions		*	*	*
Engineering		*	*	
Computer and Info Science		+	+	
Psychology	*	#		
Interdisciplinary	*			*
Business & Communications Tech.				*
Public Affairs & Service			*	
Fine & Applied Arts	+			
Letters	#			
Biological Sciences		+		
Health Service and Paramedic				+

* = 1981 & 1991 + = 1981 only # = 1991 only

TABLE 2
STATE UNIVERSITY OF NEW YORK
ACADEMIC PROGRAMS REQUIRING HIGHER THAN 2.0 FOR ADMISSION
AUGUST 1992

University Centers	H. S. Centers	Arts & Sciences	Specialized Colleges
Albany Accounting Business Administration Computer Science Criminal Justice Psychology Social Welfare Teacher Education **Buffalo** Architecture Art Biochemistry Communication Computer Science Engineering Exercise Science Geography Management Mathematics Media Studies Medical Technology Nuclear Medical Technology Nursing Occupational Therapy Pharmacy Physical Therapy Political Science Psychology **Stony Brook** Business Management	**Brooklyn** Nursing Physician's Assistant **Syracuse** Extra-corporeal Technology Physical Therapy	**Brockport** Criminal Justice Education Nursing Physical Education Social Work **Buffalo** Business Communication Criminal Justice Dietetics Education Elementary Secondary Social Studies Special General Studies Social Work Special & Language Pathology and Audiology **Cortland** Elementary Education Speech and Hearing Handicapped Evaluation Speech and Hearing Science **Fredonia** Accounting Business Communication Elementary Education **Geneseo** All Programs **Old Westbury** Business Teacher Education **Oneonta** Education **Oswego** All Programs **Plattsburgh** Accounting Business Criminal Justice Education Hotel and Restaurant Management Nursing **Potsdam** Teacher Education **Purchase** Psychology	**Environmental Science and Forestry** Forest Engineer and Paper Science Engineering **Maritime** Engineering Marine Transportation Meteorology/ Oceanography Naval Architecture

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TABLE 3

STATE UNIVERSITY OF NEW YORK

CURRICULA CHOSEN BY 100 OR MORE UNSUCCESSFUL TRANSFER APPLICANTS

FALL 1987 TO FALL 1991

Curriculum	1987	1988	1989	1990	1991
Undeclared	321	442	676	592	643
Business/Business Administration	260	303	459	315	405
Accounting	105	146	220	152	226
Marketing		102	109	107	111
Management					100
Education					
Elementary Education		220	382	312	430
Elementary & Secondary					159
Physical Therapy	104	105	237	198	253
Nursing					130
Fashion Buying & Merchandising	134	101			
Psychology		139	221	152	294
Communications			124		106
Political Science				114	128
English					106
Criminal Justice					141

TABLE 4

STATE UNIVERSITY OF NEW YORK

MOST FREQUENT CHOICES OF UNSUCCESSFUL TRANSFER APPLICANTS

FALL 1987 TO FALL 1991

CURRICULUM	1987	1988	1989	1990	1991
A. A. DEGREE HOLDERS					
Business/Bus. Administration	11	14	17	17	15
Undeclared	9	10	30	24	12
Education					
Elementary Education	5	34	63	46	72
Elementary & Secondary	5	22		15	29
Marketing	8				
Psychology		12	31		
Communications			17	14	19
A. S. DEGREE HOLDERS					
Business/Business Admin.	27	58	80	52	57
Accounting	17	17	20	13	25
Management Science	7				
Marketing	9	10			
Physical Therapy	7		20		28
Psychology					22
Engineering:					
Mechanics	10				
Education:					
Elementary Education		17	41	37	54
Physical Education				14	
Criminal Justice	9				
Undeclared			19	16	
A.A.S. DEGREE HOLDERS					
Business/Business Admin.	51	38	63	64	59
Marketing	15	25	32	26	34
Accounting	12	39	49		37
Electrical Technology	21				
Comp/Info. Science	10				
Education:					
Elementary Education	10	32	49	47	58
Criminal Justice		28			47
Undeclared		32		25	
Physical Therapy			24	23	

TABLE 5

STATE UNIVERSITY OF NEW YORK

COLLEGES OF CHOICE WHICH DENY THE LARGEST NUMBERS OF UNSUCCESSFUL TRANSFER APPLICANTS
FALL 1991

Colleges of Choice with the Largest Numbers of Denials

A. A.		A. S.		A. A. S.	
Oneonta	62	Brockport	92	Buffalo College	99
Cortland	54	Oswego	55	Brockport	90
Oswego	49	Cortland	44	Oswego	84
Buffalo College	44	Buffalo College	43	Oneonta	73

Colleges of Choice Denying 100 or More Unsuccessful Applicants

Degree	A.A.	A.S.	A.A.S.	Total	% of APPS
Brockport	39	92	90	221	5 percent
Oswego	49	55	84	188	5 percent
Buffalo College	44	43	99	186	6 percent
Oneonta	62	31	73	166	6 percent
Cortland	54	44	33	131	6 percent
Buffalo Univ.	8	33	69	110	2.7 percent
Albany	36	19	51	106	3.3 percent
Plattsburgh	25	31	47	103	4.4 percent

SECTION THREE

AN ANALYSIS OF THE ACTUAL IMPACT OF THE CURRENT TRANSFER POLICY

Despite the inherent difficulty of assessing the impact of public policy of any kind, the actual impact of the 1990 transfer policy is clear in some areas. The extension of the university's transfer policy to A.A. and A.S. graduates from CUNY, access for first-time students at both baccalaureate and two-year campuses, and access for transfer students throughout the state, are clearly demonstrated through current practice that is well aligned with the policy. Guidelines have been established to ensure the effective implementation of the policy in these and other areas particularly with respect to guaranteeing access to senior colleges for CUNY/SUNY A.A./A.S. graduates who are denied at all their original baccalaureate campus choices. In fall 1991, transfers to SUNY senior colleges included 62 A.A. and A.S. graduates, 76 A.A.S. and A.O.S. graduates, and 178 transfers without associate degrees from CUNY two-year colleges (OIR Report No. 6-92, p. 5). In fall, 1993 only one student from Hostos Community College who had been denied at all SUNY choices participated in the transfer guarantee placement process.

The university-wide enrollment planning process establishes goals for first-time students at both baccalaureate and two-year campuses. The implementation procedures for the transfer guarantee placement process have been revised to be sensitive to place-bound students and provide access statewide as well as regionally for eligible transfer students denied at all their SUNY choices.

Since its first implementation in fall 1991, the SUNY transfer guarantee placement process has placed 345 students. The process has evolved from a regional one which placed 84 unsuccessful applicants in fall, 1991 to a statewide process, sensitive to place-bound students which, in fall 1993, placed 60 unsuccessful applicants at baccalaureate campuses. The numbers of unsuccessful applicants placed has ranged from a high of 126 in fall 1992 to a low of 33 in spring 1993. The long-term outcomes of this placement process will be better understood upon the completion of a student tracking study now underway.

Impact on the Enrollment Planning Process

Changes in the enrollment planning process at baccalaureate and two-year campuses called for in the 1990 transfer guidelines have met with mixed success. These changes were intended to give A.A. and A.S. graduates priority consideration at the baccalaureate campuses and to increase access for these transfers, especially place-bound transfer students.

Two-year campuses were directed by the guidelines to estimate each year the number and type of associate degrees they expected to grant and in what academic programs. Baccalaureate campuses were directed to use this information in allocating a reasonable number of new student places between transfers and first-time students. Baccalaureate campuses were further directed to estimate, in their annual enrollment plans, the number of transfer places anticipated for A.A. and A.S. graduates from SUNY and CUNY, and to be "particularly sensitive" to applications from place-bound A.A./A.S. graduates especially in "impacted academic program areas."

An initial attempt was made by the Office of Planning and Policy Analysis to gather estimates of anticipated A.A. and A.S. graduates in 1991-92 and beyond, by requesting this information as part of the presidential narratives of the 1990 enrollment planning cycle. Presidents from five of the seven colleges of technology graduating A.A. and A.S. degree holders, and fourteen of twenty-nine community colleges provided such estimates. The estimates varied in form, specificity, and time span. Some responses included only numbers with no degree indicated, a response which left the reader with some doubt concerning what the given numbers represented. Other estimates were more specific, and indicated both numbers and degrees, although some responses separated A.A. and A.S. degree holders and others did not. One campus response was given in percentage rate of transfer for A.A. and A.S. graduates, but no total A.A./A.S. graduate number was included. One president reported approximately 1,315 degree recipients per year, all of whom hold the A.A.S. degree.

Of the nineteen estimates of anticipated graduates, there was no consistency in the years reported; some campuses reported estimates for only one year, others for two or three, etc. No estimate included indications of academic discipline or major, nor was such information requested.

Given the importance of academic program choice in the success of transfer student transitions and the enrollment planning process, and given the nature of two-year college estimates and the enrollment planning process, these estimates appear to be extremely limited in their usefulness to the university in the system-wide enrollment planning process. These estimates were not shared with baccalaureate campuses, and they have not been requested again since the 1990 enrollment planning cycle. Baccalaureate campuses are, therefore, not using the information provided by this process in allocating numbers of new student places between transfer and first-time students.

The response of baccalaureate campuses to the guideline directive concerning estimating a number of transfer places available for graduates, appears to indicate that appropriate changes in enrollment planning have been made at many baccalaureate campuses. In the presidential narratives from the 1990 enrollment planning cycle, presidents at two university centers and four university colleges indicated a specific number of spaces set aside for A.A. and A.S. graduates:

Campus	1991-1992	1992-1993	1993-1994	1994-1995	1995-1996
Albany	600	650	650	650	650
Stony Brook	943	943	956	977	1.020
Brockport	One-third of all new transfers				
Cortland	205	32 percent of all new transfers			205
Fredonia	281	75 percent of all new transfers			281
Oneonta	+50 each year from present				

Some presidents did not address the reservation of spaces for A.A. and A.S. graduates as part of their enrollment planning. One president indicated that associate degree holders constitute only 5 percent of total transfers at that institution, approximately 125 full-time students in fall 1990, and requested a decrease of 700 in the goal for new transfer students for fall 1991, but indicated that such a reduction would not affect applicants with A.A. or A.S. degrees. Another president described their continued commitment to maintaining access for SUNY and CUNY graduates. Other presidents addressed the issue of transfer spaces in a non-specific or non-numerical manner, with one president indicating that, "It is not the plan to reserve spaces," but that A.A. and A.S. graduates from SUNY and CUNY are viewed as a "priority population." Still another president indicated the intention to "at least maintain the current number of transfer places for A.A. and A.S. graduates from CUNY and SUNY," but noted that their college is not "able to meet the demand of transfer students in selected programs...." One president described spaces for A.A. and A.S. graduates from SUNY and CUNY becoming increasingly occupied by "students from cooperative degree programs with regional community colleges." Some presidents did not address the issue of spaces set aside for A.A./A.S. CUNY/SUNY graduates.

Some evidence from these 1990 enrollment planning cycle presidential narratives from two-year college and baccalaureate campus presidents also indicated that baccalaureate campuses are being "particularly sensitive" to applications from place-bound students as did the recent outcomes of the transfer guarantee placement process. Place-bound students are identified as such within the allocation process of the transfer guarantee, and admissions decisions are influenced by this information. Whether or not such accommodation is occurring in impacted program areas is unclear. Further information about the extent to which that is occurring and other current examples of such "sensitivity" on the part of baccalaureate campuses might be obtained through future versions of the transfer survey carried out by the Office of Access Services.

Impact on Program Articulation Initiatives and Joint Admissions Agreements

The policy guidelines also called for baccalaureate and two-year campuses to maintain and expand their program articulation agreements, both regionally and across the state, and establish joint admissions agreements regionally. According to the 1993 SUNY Application Guidebook, joint admissions agreements have been entered into by three of four university centers (Albany, Buffalo, and Stony Brook), ten of twelve university colleges (Brockport, Buffalo, Fredonia, Geneseo, New Paltz, Old Westbury, Oneonta, Oswego, Plattsburgh, and Potsdam), seven of nine colleges of technology (Alfred, Canton, Cobleskill, Delhi, Farmingdale, Morrisville, and Utica/Rome), and sixteen of twenty-two community colleges (Adirondack, Broome, Cayuga, Clinton, Columbia-Greene, Erie, Finger Lakes, Fulton-Montgomery, Genesee, Herkimer, Hudson Valley, Mohawk Valley, Niagara, Onondaga, Schenectady, and Ulster).

It is currently unclear whether or not there has been an increase in the number of joint admissions agreements since the fall 1991 policy implementation date, and to what extent existing joint admissions agreements are functioning effectively. However, joint admissions agreements were notable by their absence in the descriptions of enrollment and articulation initiatives contained in the 1990 enrollment planning cycle baccalaureate campus presidential narratives, and in the descriptions of services available to students enrolled in A.A. and A.S. degrees in the 1993 community college presidential narratives.

The enrollment initiatives mentioned in the 1990 presidential narratives varied across campuses and included additional recruitment activities on SUNY two-year campuses, the initiation of mid-year admissions, and priority in admissions being given to particular groups of transfers, ie., associate degree holders and junior-level transfers. Other enrollment initiatives included registration priorities given to transfer students, and special scholarships for transfers.

Articulation initiatives also varied across campuses and included cooperative degree programs, increased articulation agreements and articulation agreements that guarantee admission. Several presidents described their campuses as "maintaining" articulation agreements with a variety of SUNY two-year campuses. The number of two-year campuses involved in such articulation agreements ranged from five (generally regional approaches) at some campuses, to forty-two for one campus.

Other initiatives mentioned in the 1990 and 1993 presidential narratives included activities with potential impact on both the enrollment of transfer students and the articulation of academic programs. One president reported the establishment of a transfer office. Another noted the activities developed through a federal grant including establishing a transfer student club and developing transfer guides which address program articulation agreements and course equivalencies with the two-year colleges from which the majority of transfer students come. One president described an examination of academic policies which "mitigate against" the smooth transition of transfer students. Meetings between two-year college transfer officers and baccalaureate campus transfer admissions counselors were also described by some presidents as facilitating the transfer of students and the articulation of programs.

In general, those initiatives which appear to be most effective are characterized by a high level of communication between and among collaborating campuses. Examples of such initiatives include the cooperative degree programs at Geneseo; the 2+2 articulation agreements in education at New Paltz; articulation agreements in music at Potsdam; transfer guides for primary feeder two-year campuses at Plattsburgh; articulation agreements in business, engineering, and nursing and acceptance of A.A. and A.S. degree credits as a package (including general education) at Brockport; and a limited general education requirement and acceptance with a 2.0 for A.A. and A.S. graduates at the University Center at Buffalo.

Further Issues of Impact

Consistent with the guidelines, the chancellor has appointed a transfer and articulation committee which is chaired by Dr. Ernest Martinez, Deputy to the Chancellor for Community Colleges, and includes members from SUNY Central Administration and several two-year campus presidents. The chancellor also makes periodic reports to the Board of Trustees concerning the implementation of the policy and the issue of access to baccalaureate campuses for both first-time and transfer students.

It is unclear whether or not the current policy has had any impact on ensuring that "academic decisions on admissions" for CUNY and SUNY A.A. and A.S. degree holders "are based solely on their previous academic record" (Transfer Policy, p.4). Comments from seven campuses concerning the admissions decision-making process contained in the 1992 transfer survey of baccalaureate campuses indicated that the most influence is exerted by the most recent academic record on five campuses. One campus also indicated that the most influential academic record is the one containing the most courses in math and science while another reported that all previous coursework is equally influential. (For more detailed information concerning admissions requirements, see the Appendix for Summary of July 1992 Transfer Survey, page 50.)

There is some evidence in the application and enrollment trends described previously that by focusing on access for CUNY and SUNY A.A. and A.S. degree holders, the policy has not ensured that "the current opportunities which exist for SUNY A.A.S. degree holders are not diminished" (Transfer Policy, p.4). As baccalaureate campuses set aside spaces for A.A. and A.S. graduates, or focus on these groups as "priority populations" in response to the current policy, it is unlikely that the erosion of access for A.A.S. SUNY graduates evident prior to 1992 has decreased.

SECTION FOUR

DESCRIPTION OF THE CURRENT SITUATION, THE PROBLEMS & ISSUES

Despite the positive changes discernable in transfer enrollment since 1987 for A.A. and A.S. graduates of SUNY two-year campuses, and appropriate changes at baccalaureate campuses in practices related to the transfer of students and the articulation of programs (some of which occurred in anticipation of the fall 1991 implementation of the current transfer policy, and some of which occurred following the policy implementation date), the view from the perspective of some two-year campuses is still not all that positive. One community college president when asked to speak to the issues of transfer in the 1993 Enrollment Planning Update Cycle said:

> *In general, the problems that exist with transfer [and articulation] have been the same for decades. Real effort is needed to make the necessary changes in this area. While we have seen a much more cooperative and respectful attitude on the part of one of our main transfer institutions ..., some others have been slow in responding to the need for change in their policies on transfer students.*

This comment represents well the tenor of many of the other community college presidents' responses related to the issues of student transfer and program articulation in the 1993 Enrollment Planning Update Presidential Narratives.

1. Overall Transfer Rates

Six of the sixteen responding community colleges reported transfer rates as follows:

Cayuga	nearly 50 percent
Columbia-Greene	37 percent
Finger Lakes	60 percent
Jefferson	67 percent for A.A./A.S.; 63 percent for all graduates
Monroe	41 percent
Niagara	61.3 percent in 1991; 65.1 percent in 1992.

Narratives from Cayuga, Clinton, Hudson Valley, Jefferson, and Monroe commented that many students transfer prior to the completion of their degrees. Monroe's response indicated that almost two-thirds of their graduates who transfer enroll at local institutions. The locality of transfer was also noted in the narratives from Clinton and Sullivan which, although they gave no transfer rate, did indicate that the large majority of their transfers attend one nearby SUNY university college....Plattsburgh for Clinton, and New Paltz for Sullivan. The other eight campuses from which no transfer rates were indicated included Adirondack, Broome, Genesee, Hudson Valley, Mohawk Valley, Jamestown, Rockland, and Schenectady. The Schenectady and Sullivan narratives indicated there were no significant changes in transfer rates from past years, but gave no rates. Mohawk Valley's report indicated they had "no data to add," and Jamestown reported numbers of graduates transferring as follows: 204 in 1989-90, 180 in 1990-91, and 160 in 1991-92.

2. SUNY vs. non-SUNY Transfers

The most frequent narrative response concerning this issue were rates of transfer to SUNY schools. Seven campuses indicated rates of transfer to SUNY as follows:

Columbia-Greene		66 percent of total transfers
Finger Lakes		60 percent of total transfers
Hudson Valley		50 percent of total transfers
Jamestown	'92	68 percent of A.A./A.S. grads
	'91	57 percent " " "
	'90	70 percent " " "
Jefferson		75 percent of all graduates
Monroe	'92	49 percent of A.A./A.S. grads
	'91	54 percent " " "
Niagara	'92	51.6 percent of all graduates
	'91	51.5 percent of all graduates

Columbia-Greene and Niagara also provided comparative rates of transfers to non-SUNY schools as follows:

Columbia-Greene		34 percent of all graduates 22 percent to private in-state 12 percent out of state
Niagara	'92	13.4 percent of all graduates
	'91	10 percent of all graduates

The Schenectady narrative once again indicated no change in transfer rates to non-SUNY schools but did not indicate any rate.

In the next most frequent response, five president's narratives....Broome, Genesee, Jefferson, Rockland, and Sullivan described students transferring to SUNY as having "little or no difficulty." Rockland's and Sullivan's report indicated specific SUNY campuses where transfer was especially positive....Albany and New Paltz for Rockland and New Paltz for Sullivan. Rockland also indicated that SUNY "is not the most popular choice" of their graduates, and that there had been no need for their students to participate in the transfer guarantee placement program in the spring of 1993.

Cayuga also noted that many of their graduates transfer to non-SUNY schools, and that from their perspective it was easier to transfer to a non-SUNY school and be accepted into the program of choice with full junior standing. The Mohawk Valley narrative concurred with this perspective, describing the situation as "our better students consistently find a more welcoming and easier transfer to non-SUNY institutions, particularly in engineering and business."

In contrast, Adirondack and Hudson Valley indicated that students with 2.5 GPA's and above are accommodated within the SUNY system, while Adirondack and Jefferson described the SUNY transfer guarantee placement program as successful for students having GPA's of 2.0 to 2.5. Adirondack also noted that the transfer guarantee "needs to be expanded to some A.A.S. programs with high transfer rates," and that transfer to non-SUNY schools had been "excellent." Clinton's narrative did not comment on SUNY vs. non-SUNY transfer.

3. Specific Problems Encountered

Five of the sixteen responding community colleges (Clinton, Columbia-Greene, Finger Lakes, Schenectady, and Sullivan) indicated there were no specific problems in placing their graduates into SUNY four-year schools. Interestingly, all but one (Finger Lakes) are among the eleven community colleges and one college of technology which did not appear as colleges of origin for ten or more unsuccessful applicants in some degree category from 1987 to 1991.

The specific problems encountered by the other eleven community colleges fell into three general categories: enrollment process problems, program articulation problems, and the problem of program availability (physical therapy).

Enrollment process problems include GPA requirements, unpredictability of January admission, low registration priority assigned to transfer students, and decreasing access for A.A.S. degree holders. Program articulation problems include changing and highly prescriptive degree requirements, varied acceptability of courses granted transfer credit, and lack of program articulation in general.

4. Enrollment Process Problems

The most frequently described enrollment process problem was that of GPA requirements for admission which prevented students from attending either the college of their choice or the program of their choice. Adirondack's narrative noted that "the university centers and some programs require very high averages (3.0+)" while Monroe commented that "anecdotal evidence from the Office of Transfer and Placement suggests that transfer opportunities for graduates with average or slightly above average grades are increasingly limited in terms of gaining admission to SUNY programs of their first choice."

Jefferson, Genesee, and Hudson Valley all indicated that students may be granted admission to SUNY four-year schools, but not to the program of their choice, placing them in a position of having to choose between the schools of their choice and the programs of their choice. Hudson Valley commented that this often happens when a student's GPA is below 2.5. Cayuga also reported students having difficulty entering programs of their choice, but attributed the difficulty to differing GPA standards for native and transfer students.

On separate but related GPA issues, the Jamestown narrative indicated that some four-year campuses do not honor the "overall 2.0 GPA," and Hudson Valley reported that "the same programs at different schools have different entrance (GPA) requirements, and different programs at the same school have different entrance (GPA) requirements." Such variety across four-year campuses often makes information seeking difficult and complex, but, at the same time, it is extremely important for the student, parent, or counselor who wishes to predict the likelihood of success of any transfer applicant.

Cayuga reported that degree completion and commuting were made difficult due to low registration priority being assigned to transfer students. Genesee indicated that transfers encounter a large number of closed courses, "especially those which are needed for graduation" and Rockland commented on students' inability to enroll in "needed junior-level courses."

5. Program Articulation Problems

The most frequently described program articulation problem was that of degree requirements at SUNY four-year schools which hindered the transfer process. Adirondack noted changing degree requirements "especially in general education and education certification requirements," while Broome and Genesee reported highly prescriptive degree requirements in the same two academic areas. Genesee commented that such requirements often necessitated students "completing substantial general education requirements at receiving institutions despite completion at the community college level."

Variation in the acceptability of courses for transfer credit were noted in Hudson Valley and Niagara narratives. Hudson Valley described "variations across programs at the same campus and across the same program at various campuses" while Niagara commented on variations in the same programs at various campuses and variations in the same programs over time, sometimes relatively short periods of time. Lack of junior standing was described by Cayuga as a "disadvantage" to students in financial aid counseling, and the absence of general education program articulation was noted as important to A.A.S. graduates by Monroe.

6. Program Availability Problems

Although mentioned by only one president in the Presidential Narratives, it is clear from the enrollment trends and experiences of unsuccessful transfer candidates denied at all their SUNY choices, that more spaces for transfer students are needed to meet the demand in the following programs:

Accounting
Business and Business Administration
Communications
Criminal Justice
Education
Engineering
Nursing
Physical Therapy
Social Welfare/Work

This description of the current transfer and articulation situation, although originally summarized from the responses of community college president's narratives in the 1993 university-wide Enrollment Planning documents, has been shared with several audiences including SUNY two-year transfer counselors and baccalaureate campuses. Both oral and written feedback from such audiences reinforced the perspective of the community college presidents concerning the nature of specific problems being encountered by transfer students.

The problem most frequently reinforced by this group was that of program articulation with specific examples being given of highly prescriptive degree requirements for general education; course-by-course evaluation of general education credits; the use of competency exams in business courses; requiring two semesters of accounting and marketing courses at the two-year campus to meet the transfer requirements for one semester at the baccalaureate campus; and lack of interest on the part of baccalaureate campuses and their faculty in establishing dialogue concerning program articulation.

Other comments from the transfer professionals reinforced problems related to program availability and the enrollment process including difficulties getting credit evaluations, no visits by baccalaureate college admissions officers to two-year campuses, limited communication with students and transfer counselors from SUNY baccalaureate campuses, no support structures for mature students and attitudes which communicate a lack of interest in transfer students in general. Transfer counselors noted the same academic programs listed earlier in this document as those in which more spaces for transfer students are needed and, also, that program articulation is a problem.

Transfer counselors revealed that they are fully aware of the specific problems encountered by transfer students on both a campus-specific basis as well as university-wide. For example, program articulation problems in Education, Business, and General Education were mentioned by counselors from several two-year campuses, whereas attitudes communicating a general lack of interest in transfer students were attributed to primarily one campus.

Feedback of this type tells us that the description of the current situation, as presented in this document, is representative but incomplete in both scope and detail. Given the complex and dynamic nature of student transfer and articulation of academic programs within SUNY, a complete description of the current situation would require a significant amount of time and resources, if it could be accomplished at all. It is the opinion of this author that in the short-term, priority should be given to the development and implementation of action plans rather than further study of these phenomena. Enough is known to serve as a legitimate basis for some action to be taken while continuing to monitor changing conditions as they develop. The final section of this report, therefore, reflects on recommendations for action complemented by a recommendation for ongoing monitoring of student transfer and the articulation of academic programs within SUNY.

SECTION FIVE

RECOMMENDATIONS FOR ACTION

Expectations related to the outcomes and effectiveness of any transfer and articulation policy vary depending on one's position and responsibilities in the university. **Members of two-year campus staffs** see effective transfer and articulation policies and initiatives as those which accomplish the following:

- Provide access to baccalaureate programs within SUNY for their graduates.
- Facilitate the transition of students from their campuses to baccalaureate campuses.
- Grant credit from the baccalaureate campus for coursework completed at the two-year campus where coursework is comparable, including courses in general education.
- Grant credit from the baccalaureate campus for associate degree coursework at the equivalent of two years of study at the baccalaureate campus.
- Reinforce their images as academic institutions of quality.

Students who transfer see effective transfer and articulation policies and initiatives as those which accomplish the following:

- Provide them with access to the baccalaureate program of their choice at the location of their choice within SUNY.
- Facilitate their transition from the two-year campus to the baccalaureate campus.
- Grant them credit from the baccalaureate campus for coursework completed at the two-year campus where coursework is comparable including courses in general education.
- Grant them credit from the baccalaureate campus for associate degree coursework completed at the two-year campus as the equivalent of two years of study at the baccalaureate campus.
- Provide them with financial aid, housing, course registration, and academic and social support services equitably with continuing and returning students.
- Assist them to persist and complete the baccalaureate degree within four additional semesters when they transfer having completed an associate degree.

- Reward their attainment of an associate degree.

Members of the staffs of baccalaureate campuses see effective transfer and articulation policies and interventions as those which accomplish the following:

- Produce appropriate student-faculty ratios.

- Produce appropriate balance between upper and lower division enrollments.

- Maintain appropriate total enrollments and revenue production.

- Provide access to SUNY baccalaureate programs to transfer students who meet certain academic standards not necessarily related to the attainment of an associate degree.

- Facilitate the transition of transfer students to their campuses with minimal negative impact on limited resources and maximum positive impact on quality indicators for new transfer students.

- Grant transfer credit for coursework completed at the two-year campus only where the coursework is comparable.

- Grant transfer credit for coursework completed at the two-year campus only when it does not interfere with meeting campus residency requirements and/or unique degree requirements including general education requirements.

- Retain transfer students through completion of the baccalaureate degree in whatever time frame is appropriate to maintain the integrity of the curriculum.

- Reinforce their images of academic institutions of quality.

These expectations are obviously at odds each other and with SUNY policy in some ways. However, they do share at least four common goals which can be used along with limited knowledge of the current situation as a basis for recommending certain action. The common themes are these:

- Provide access to baccalaureate programs in SUNY.

- Facilitate the transition of students from two-year to baccalaureate campuses.

- Articulate academic programs so that credit will be granted from the baccalaureate campus for coursework completed at the two-year campus.

- Reinforce images of academic quality and capability.

The recommendations for action which follow will focus on these four themes as goals, while taking into consideration the "loosely coupled" nature of the SUNY system. As indicated by Provost Burke on a variety of occasions, some balance must be struck between ease of transfer for students and the high level of institutional autonomy with respect to admissions and curriculum which characterizes the SUNY system. The university must, therefore, avoid aspiring to a "quick fix" for problems inherent in the transfer of students and articulation of academic programs, while taking action to minimize the negative outcomes associated with the complex and dynamic nature of these phenomena. The recommendations for action which follow are designed based on this perspective.

RECOMMENDATIONS

1. Differentiate between the transfer of students and the articulation of academic programs as part of the conceptual framework for thinking about the migration of students into and within the university and the issues related to that migration:
Some definitions to be considered might be:

a. Transfer - The process by which students matriculate or enroll from one campus to another.

b. Articulation - The process by which academic programs and courses are evaluated for comparability, and curricula are developed or revised to increase comparability.

This distinction between processes enhances clarity since discussions can focus on both the transfer of students and the articulation of academic programs as well as their interrelationship. However, attention can temporarily be focused on one process to the exclusion of the other. The ability, conceptually, to "pull apart" the migration of students allows conversations and interactions about that topic to be specifically tailored to the perspectives of all campus community members. At the same time, assigning a specific meaning to the word "articulation" clarifies its use in the context of the policy and related communication and practice.

2. Revise the language of the current transfer policy and communication regarding transfer migration to reflect this conceptual framework and the importance of academic program articulation to the transfer process. As indicated by Provost Burke when he spoke for the adoption of the current policy, it was to be a reflection of "*the university's commitment to articulation by reaffirming, extending, and strengthening its existing policy on transfer and articulation*" (Burke, 1990, p.1). Despite this intention, the word "articulation" does not appear in the title of the current policy or in other places in the policy where it might appropriately occur, and the policy is generally referred to in conversation as "the transfer policy." These linguistic omissions systematically downplay the importance of academic program articulation in the migration of students into and within the university.

3. Eliminate the specific A.A. and A.S. degree requirement from future revisions of the current policy and allow economic and enrollment pressures and the content of both baccalaureate and associate degree programs, not the name of the associate degree, to drive the program articulation process and define the ease of transfer. It has been the intention since the first transfer policy in 1972, that the benefits of the policy would eventually be extended to A.A.S. degree holders, "as rapidly as appropriate existing programs are expanded and new programs developed" (Transfer Policy, 1972, p.1). The 1987 transfer and articulation policy accomplished this intention by reaffirming and strengthening "its commitment to upper-division access for graduates of State University of New York two-year institutions" and resolving that "beginning with the fall semester of 1988, graduates of two-year colleges within the State University of New York, when accepted with junior status within parallel programs at baccalaureate campuses of the university, will be granted full transfer credit for general education courses taken, and will not be required to repeat successfully completed courses with similar curricular content" (Transfer Policy, 1987, p.1).

Despite the intention of the current policy, "to ensure that the current transfer opportunities which exist for SUNY A.A.S. degree holders are not diminished in any way...." (Transfer Policy, 1990, p.4) it is evident from the trend data examined previously that access for A.A.S. degree holders has been eroding since 1981. At the same time, however, this group of degree holders remains the largest group of two-year graduates transferring to SUNY baccalaureate campuses. Exclusion of A.A.S. and A.O.S. degree holders from the benefits of future revisions of the current transfer policy is unnecessary and damaging to the prestige and academic quality reputation of the university.

The impact of A.A.S. graduate's (A.O.S. graduates is a relatively small group of degreed transfers) presence is already being dealt with by baccalaureate campuses and, in some instances, articulation of A.A.S. and baccalaureate academic programs is no more challenging than articulation between A.A. and A.S. programs and baccalaureate programs. In addition, demand for participation in the guarantee transfer placement program is at an all time low, a condition favorable to the inclusion of additional beneficiaries under the policy. Symbolically, exclusion of this relatively large group of degree holders from benefits of the policy sends the wrong messages (i.e., "A.A.S. and A.O.S. = inferior degrees") about high quality degrees from high quality institutions.

4. Provide monetary incentives to two-and four-year campuses to establish networks of sending and receiving institutions (SAR Networks) based on the Plattsburgh FIPSE Project model. Encourage such networks to produce proposals for specific interventions related to transfer and articulation and favor proposals focused on program articulation in funding decisions. Current enrollment and articulation initiatives that are effective have been collaboratively designed, tailored to specific situations, and are characterized by a high level of communication among members of the respective campus communities. Priority issues and problems vary from one group of sending and receiving campuses to another. Some campuses are ready to work on articulation issues that others are not. The action proposed promotes appropriate diversity of response from two-and four-year campuses and a partnership relationship between SUNY Central Administration and sending and receiving campuses. This partnership is characterized by mutual definition of the priority goals (the four common themes on page 44) and collaborative activity. SUNY Central provides funding for approved proposals and local campuses provide proposals identifying the specific issues and intervention activities and the participants. Evidence of the validity of such a model exists in the example of activities accomplished with FIPSE grant money through the recent Plattsburgh Transfer Project.

5. Review and make available to others the final report from the Plattsburgh FIPSE Project. This project developed a variety of models for action and interventions that may serve other campuses well as they continue to work to improve the transfer of students and the articulation of academic programs.

6. Provide incentives for baccalaureate campuses to increase transfer enrollments and increase spaces available for transfers in high demand programs such as accounting, business, communications, criminal justice, education, engineering, nursing, physical therapy, and social welfare/work. As indicated by the relationship between trends in rates of acceptance, denial, and depositing described previously, access to baccalaureate programs in SUNY for CUNY and SUNY two-year graduates is not a recruitment issue. The demand for spaces for transfer students is considerably higher than the availability of spaces (especially in the programs noted above) even when the decline in transfer applications for fall 1993 is considered. Although enrollment and articulation interventions designed to facilitate the migration of students into and within SUNY are necessary and can improve the current situation, without more spaces for transfer students, an appropriate level of access will not be achieved.

7. Initiate a series of university-wide program articulation initiatives focused on education and business curricula and planned with the assistance of campus faculty and transfer counselors who have been involved in similar initiatives through participation in the Plattsburgh FIPSE Transfer Project summer institutes. As indicated previously, these are high demand academic disciplines with a variety of programs offered across the university. Curriculum issues in these areas are also influenced by certification or accreditation agencies which might be best dealt with from a university perspective. A system-wide approach in these two academic disciplines that emphasizes the university's need to strike a balance between access to baccalaureate degrees for two-year college graduates while preserving a high level of campus autonomy with respect to admissions and curriculum decisions could lead to similar activities in other high demand disciplines.

8. Begin a "nothing that's worth anything comes easy" educational/public relations campaign to communicate the success stories of transfer students and the high quality of educational experiences at both two and four-year campuses, while avoiding setting up false expectations about the ease of the transfer process. The options available within the university for transfer students are myriad and of high quality, and there are many truly extraordinary success stories to be told. However, any phenomenon as complex and dynamic as the migration of thousands of students into and within a system as large and complex as SUNY, will be fraught with complexity and difficulties despite the good intentions of the campus communities and of numerous effective enrollment and articulation interventions.

A campaign like this would assist students, parents, legislators, and others in appreciating the quality of the university as represented by these myriad options. It would also lead to a better understanding that for students to avail themselves of such opportunities will require certain actions on their part and a willingness to work with university faculty and staff to sort out inherent difficulties. Two- and four-year campus community members should be assisted by such a campaign to understand that the academic reputations of their individual campuses are influenced by the academic reputation of the university as a whole, and that actions on their part which devalue any SUNY campus or program, devalues the quality of their own campus in the eyes of others.

9. Establish an on-line university-wide catalog of curricula (SUNY-CAT) using data bases which individual campuses now use to produce their campus catalogs and denote the associate and baccalaureate degree programs that are articulated with one another. This data base should be available to all campuses via a system-wide computer network. The catalogs produced by individual campuses reflect institutional perspectives. They contain descriptions of all the programs available on each of the campuses. Transfer students often need a university-wide perspective which would describe all of the programs in a certain discipline or in specific majors across the university. This information is currently available, but the process of collecting it often involves the time consuming task of consulting many campus catalogs. A university-wide catalog (SUNY-CAT) could provide a "program slice" quickly and easily, and could indicate to students which programs were included in articulation agreements and which individual campuses were involved in the agreements.

Individual campuses currently need to collect and maintain curricular data bases for the production of their catalogs, and if they don't a university-wide catalog might be a motivating factor to do so. It might also motivate further articulation of academic programs, since the agreements would be part of the information prospective students would consider as they investigated baccalaureate programs and campuses. Students and counselors, therefore, could focus on how well transfer articulation agreements are serving students, rather than on where they exist.

10. Complement these actions with continued study of the transfer of students and the articulation of academic programs. Continuing research should include specific studies to address priority concerns as well as the usual monitoring of the migration of students into and within the university. Recent gains in the capability to track students through the system should prove invaluable in this respect. From this author's perspective, two specific projects seem particularly appropriate:

1. Complete the tracking study of unsuccessful transfer applicants denied at all their SUNY choices who have been placed via the guaranteed transfer placement process over the last three years which has already been started by the Office of Access Services and the Office of Planning and Policy Analysis.

2. Manipulate the data available in the transfer feedback system in a computer model designed to study student transfer migration patterns. This would provide a better description and understanding of transfer student matriculation patterns that would assist individuals who work closely with transfer students and the system as it attempts to better serve the needs of transfer students.

CONCLUDING STATEMENT

The State University of New York is, in many ways, serving very well those students who enter the system at two-year colleges, and complete the associate degree with the goal of transferring to baccalaureate programs in SUNY. The loosely coupled nature of the university with its high level of autonomy at the individual campus level is well designed to provide the "requisite variety" necessary to meet the complex and dynamic educational needs of the diverse population of New York state.

Despite this, or, perhaps, because of it in some instances, there are some inevitable areas of tension and discontent related to the migration of students within the university and the varying expectations concerning the ease with which this migration should take place. The recommendations for action contained in this report are designed to address the four goals of providing access to baccalaureate programs, facilitating the transition of students from two-year to baccalaureate campuses, articulating academic programs and reinforcing images of institutional quality and student capability. They are also designed to suggest conceptual frameworks and organizational structures within which university community members can address these goals, and the tensions and discontents related to them resulting from differences in perceptions of student migration and related issues.

The migration of students within the university is a complex and dynamic phenomenon. It requires an approach for change that reflects this high level of complexity and dynamism, and encourages dialogue and interaction among university community members.

APPENDIX

RECENT TRENDS IN STUDENT TRANSFER

The following are summary statements which describe what we know about the transfer of students into and within the State University of New York (SUNY). The examination of these trends provides a description of the context in which the current State University of New York Board of Trustees transfer policy has been implemented.

TRENDS IN APPLICATIONS, ACCEPTANCES, DENIALS AND DEPOSITS

During the ten-year period from fall 1981 to fall 1991:

- applications from transfer students increased 18.1 percent (10,231) from 56,535 to 66,766;
- acceptances of transfer applicants increased 8.1 percent (2,610) from 32,069 to 34,679;
- denials of transfer applicants increased 76.4 percent (6,938) from 9,084 to 16,022;
- paid deposits from transfer applicants increased 5.9 percent (1,093) from 18,638 to 19,731.

As indicated in Chart 1, page 18, these changes do not represent steady trends, but rather a four-year downward trend (fall '83 to fall '87) in the overall number of applications, acceptances, and paid deposits followed by a four-year recovery (fall '87 to fall '91) beyond 1981 levels. Denials demonstrate a five-year downward trend (fall '81 to fall '86) followed by a five-year upswing (fall '86 to fall '91) exceeding 1981 levels.

The aggregated increases and recovery mask overall downward trends in the numbers of applications, acceptances, and paid deposits for A.A.S. and A.O.S. degree holders during this ten-year period. These changes, broken out by degree group, are as follows (See Charts 2 - 4, pages 19 through 21):

	CHANGES		PERCENT OF TOTAL
DEGREE TYPES	Number	Range	
APPLICATIONS			
A.A .... +46.7%	+2,775	5,944 - 8,719	11% - 13%
A.S. .... +41.9%	+3,006	7,164 - 10,170	13% - 15%
A.A.S. .... -8.5%	-907	10,710 - 9,803	19% - 14%
A.O.S. .... -33.7%	-145	430 - 285	.8% - .4%
All Degrees . +19.5%	+4,729	24,248 - 28,977	43% - 43%
No Degree .. +17.0%	+5,502	32,287 - 37,789	57% - 57%

DEGREE TYPES	CHANGES Number	Range	PERCENT OF TOTAL
ACCEPTANCES			
A.A. ...... +32.9%	+1,164	3,359 - 4,703	11% - 13%
A.S. .... +24.6%	+1,052	4,274 - 5,326	13% - 15%
A.A.S. .... -20.9%	-1,354	6,465 - 5,111	20% - 15%
A.O.S. .... -41.7%	-115	276 - 161	.8% - .5%
All Degrees .. +5.1%	+742	14,559 - 15,301	45% - 44%
No Degree .. +10.1%	+1,819	17,515 - 19,378	55% - 56%
DEPOSITS PAID			
A.A. ...... +23.6%	+411	1,741 - 2,152	9% - 11%
A.S. .... +21.3%	+431	2,025 - 2,456	11% - 12%
A.A.S. .... -20.9%	-740	3,535 - 2,795	19% - 15%
A.O.S. .... -43.0%	-80	186 - 106	1% - .5%
All Degrees ... +.3%	+22	7,487 - 7,509	40% - 38%
No Degree ... +9.6%	+1,071	11,151 - 12,222	60% - 62%

No such masking is evident for increases in denials across degree groups during this ten-year period, although the aggregated figures do not demonstrate the wide variation in percentage increases across degree groups evident below (See Chart 5, page 22):

DEGREE TYPES	CHANGES Number	Range	PERCENT OF TOTAL
A.A. .... +160.2%	+1,291	806 - 2,097	9% - 13%
A.S. .... +122.6%	+1,355	1,105 - 2,460	12% - 15%
A.A.S. .... +57.2	+894	1,562 - 2,456	17% - 15%
A.O.S. .... +93.9%	+31	33 - 64	.4% - .4%
All Degrees ..... +102.0%	+3,571	3,506 - 7,077	39% - 44%
No Degree .... +60.0%	+3,367	5,578 - 8,945	61% - 56%

Decreasing numbers of A.A.S and A.O.S. applications and acceptances from fall 1981 to fall 1991 combine with increasing denial rates to produce the overall downward trends in the numbers of A.A.S. and A.O.S. degree holders paying deposits during this ten-year period. Despite this, A.A.S. degree holders continue to be the largest single group of degree holders paying deposits - 19 percent of the total in 1981, 17 percent of the total in 1986, and 15 percent of the total in 1991.

Overall rates of transfer acceptance, denial, and deposits paid during this ten-year period, reflect the trends described above (See Charts 6 - 9, pages 23 through 26):

ADMISSIONS DECISION	1981	1986	1991
Denial Rate	16%	14%	24%
Accept Rate	57%	63%	52%
Deposit Paying Rate:			
% of Total Applications	33%	36%	30%
% of Acceptances	58%	57%	57%

Rates of acceptance, denial, and deposits paid during this ten-year period broken out by degree groups reflect the individual degree group variations described above:

DENIAL RATES			
DEGREE TYPES	1986	1989	1991
A.A.	13.6%	11.5%	24.0%
A.S.	15.4%	12.8%	24.2%
A.A.S.	14.6%	11.8%	25.0%
A.O.S.	7.7%	9.2%	22.4%
All Degrees	14.5%	12.0%	24.4%
No Degree	17.3%	14.8%	23.7%
ACCEPTANCE RATES			
DEGREE TYPES	1986	1989	1991
A.A.	59.5%	66.6%	53.9%
A.S.	59.6%	62.5%	52.4%
A.A.S.	60.4%	66.2%	52.1%
A.O.S.	64.2%	68.8%	56.5%
All Degrees	60.0%	65.1%	52.8%
No Degree	54.2%	61.1%	51.2%

DEPOSIT PAID RATES: PERCENT OF TOTAL APPLICATIONS

DEGREE TYPE	1986	1989	1991
A.A.	29.3%	32.4%	24.7%
A.S.	28.3%	28.4%	24.1%
A.A.S.	33.0%	35.8%	28.5%
A.O.S.	43.2%	49.4%	37.2%
All Degrees	30.9%	32.8%	25.9%
No Degree	34.5%	37.4%	32.3%

PERCENT OF ACCEPTANCES

DEGREE TYPE	1986	1989	1991
A.A.	49.2%	48.7%	45.8%
A.S.	47.4%	45.4%	46.1%
A.A.S.	54.7%	54.1%	54.7%
A.O.S.	67.4%	71.7%	65.8%
All Degrees	51.4%	50.4%	49.1%
No Degree	63.7%	61.2%	63.1%

During the corresponding ten-year period from spring 1981 to spring 1991, associate degrees awarded by SUNY increased only 949 or 3 percent from 30,919 to 31,868. This change also does not represent a steady trend, but rather a three-year (spring '81 to spring '84) increase followed by a five-year (spring '84 to spring '89) slide, and a two-year (spring '89 to spring '91) rebound. This increase is well below the increase of 4,729 or 19.5 percent (from 24,248 to 28,977) in applications from associate degree holders even after adjustments are made for multiple applications. These data suggest that during this ten-year period, SUNY was increasing the percentage of its own associate degree graduates who applied to baccalaureate campuses within the SUNY system.

TRENDS IN CURRICULUM CHOICE

Curriculum choices remained relatively stable during this ten year period.

In both fall '81 and fall '91, over one-half of the applications in each group of substantial size (A.A., A.S., A.A.S., and No Degree Indicated) express interest in only six disciplines. The disciplines which occur as one of the top six areas of interest in all of these groups of applications are Business and Management, Education, and Social Sciences. Other disciplines are named as one of the top six disciplines of interest in applications from particular degree groups.

	A.A.	A.S.	A.A.S.	NO DEGREE
Business & Management	*	*	*	*
Education	*	*	*	*
Social Sciences	*	#	#	#
Health Professions		*	*	*
Engineering		*	*	
Computer & Info Science		+	+	
Psychology	*	#		
Interdisciplinary	*			*
Business & Communication Technology				*
Public Affairs & Service			*	
Fine and Applied Arts	+			
Letters	#			
Biological Sciences		+		
Health Service & Paramedic				+
				+

*** = 1981 & 1991** **+ = 1981 only** **# = 1991 only**

High demand programs within these disciplines are identified by high application and denial rates in 1981, 1986 and 1991, and by being identified in the summary of the July 1992 Survey of Baccalaureate Campuses (See Table 2, page 28) as programs requiring higher than minimum GPA's for admission. High application and denial rates across degree groups are evident in the following major programs:

Accounting
Business & Business Administration
Communications
Criminal Justice
Education
Engineering
Nursing
Social Welfare/Work
Undeclared

From the Transfer Feedback Information System of the Central Administration Office of Institutional Research, we know that these high-demand, high-enrollment programs on baccalaureate campuses are sought out not only by new transfer students from SUNY two-year campuses, but also by currently enrolled students who change their majors (internal transfers). Some programs such as accounting and criminal justice receive relatively large numbers of new transfer students only from community colleges while others, such as visual arts, telecommunications, business, business and public management, speech communications, and speech and hearing handicapped education, receive relatively large numbers only from agricultural and/or technical colleges.

Attrition rates from these programs, with the exception of the undeclared major, are not particularly high when compared to the overall median attrition rate of 30 percent.

TRENDS RELATED TO UNSUCCESSFUL APPLICANTS

All Unsuccessful Applicants

The number of applicants with associate degrees denied at all of their choices increased from fall 1987 to fall 1991 in all degree categories as did applicants who report no degree:

DEGREE TYPE	1987	1991	INCREASE	
A.A.	100	290	190	190%
A.S.	138	385	247	179%
A.A.S.	266	603	337	127%
A.O.S.	7	24	17	242%
No Degree	2,218	3,921	1,703	77%
TOTAL	2,967	5,223	2,494	84%

The number of choices per applicant denied at all choices also increased during this same period with the most dramatic increase occurring with those applicants holding the AA degree:

DEGREE TYPE	1987	1991	INCREASE
A.A.	1.24	4.45	3.21
A.S.	1.34	1.40	0.06
A.A.S.	1.20	1.39	0.19
A.O.S.	1.00	1.54	0.54
No Degree	1.17	1.22	0.05

This number of choices per applicant is not substantially different than for the overall applicant pool.

The ethnicity of applicants denied at all SUNY choices varies across degree group and across time from 1987 to 1991, but no ethnic group is over-represented in applicants denied at all of their choices:

	1987		1991	
DEGREE TYPE	MAJORITY	MINORITY	MAJORITY	MINORITY
A.A.	92%	8%	88%	12%
A.S.	92%	8%	89%	11%
A.A.S.	92%	8%	90%	10%
A.O.S.	50%	50%	84%	16%
No Degree	82%	18%	81%	19%

The major programs to which a large number of unsuccessful applicants applied are similar to those programs identified earlier as high-demand programs. As the number of unsuccessful applicants increased from fall 1987 to fall 1991, the programs to which 100 or more applied also increased as indicated below:

CURRICULUM	1987	1988	1989	1990	1991
Undeclared	321	442	676	592	643
Business/Business Administration	260	303	459	315	405
Accounting	105	146	220	152	226
Marketing	–	102	109	107	111
Management	–	–	–	–	100
Education					
Elementary Education	–	220	382	312	430
Elementary & Secondary	–	–	–	–	159
Physical Therapy	104	105	237	198	253
Nursing	–	–	–	–	130
Fashion Buying & Merchandising	134	101	–	–	–
Psychology	–	139	221	152	294
Communications	–	–	124	–	106
Political Science	–	–	–	114	128
English	–	–	–	–	106
Criminal Justice	–	–	–	–	141

UNSUCCESSFUL APPLICANTS WITH ASSOCIATE DEGREES

Colleges of origin for degree holding applicants denied at all of their choices vary over time and across degree categories:

DEGREE	1987	1991
A.A.	(4) Broome Hudson Valley Nassau Farmingdale	(7) Suffolk Hudson Valley Broome Nassau Onondaga Niagara Jamestown
A.S.	(2) Broome Monroe	(12) Monroe Broome Corning Onondaga Farmingdale Erie North Genesee Nassau Mohawk Valley Suffolk Hudson Valley Alfred
A.A.S.	(11) Farmingdale Broome Suffolk Mohawk Valley Morrisville Hudson Valley Alfred Cobleskill Nassau Onondaga Orange	(21) Alfred Broome Suffolk Monroe Onondaga Cobleskill Erie North Delhi Morrisville Mohawk Valley Niagara Herkimer Hudson Valley Nassau Finger Lakes Farmingdale Erie South Dutchess Orange Genesee Canton

As the number of unsuccessful applicants increased from fall '87 to fall '91, the number of colleges of origin with 10 or more unsuccessful applicants in each degree group of substantial size (A.A., A.S., A.A.S.) also increased. It is also clear from the lists of colleges of origin that colleges of technology are more frequently the colleges of origin for A.A.S. degree holding unsuccessful applicants.

Only 11 community colleges and one college of technology did not appear as colleges of origin for 10 or more unsuccessful applicants in any degree category during this four-year period. They were:

COMMUNITY COLLEGES	COLLEGES OF TECHNOLOGY
Clinton Columbia Greene Erie Fulton-Montgomery North Country Rockland Schenectady Sullivan Tompkins-Cortland Ulster Westchester	Fashion Institute of Technology

Many (7 of 12) of the two-year colleges which graduated 10 or more unsuccessful transfer candidates in some degree category (A.A., A.S., A.A.S.) in fall 1987 experienced increases in the variety of degree categories in which they graduated 10 or more unsuccessful candidates. Most other two-year colleges experienced increases in the number of unsuccessful candidates in existing degree categories. For example, in 1987, Onondaga Community College was the college of origin for 10 or more unsuccessful transfer candidates in only one degree category, A.A.S. In 1991, Onondaga was the college of origin for 10 or more unsuccessful candidates in all three degree categories. In contrast, Broome Community College was the college of origin for 10 or more unsuccessful candidates in all three degree categories every year from 1987 to 1991, and experienced an increase in the total number of unsuccessful candidates, from 39 to 69. From the perspective of the two-year colleges, access for their graduates to baccalaureate campuses in SUNY has decreased dramatically since 1987.

The unsuccessful applicants from the colleges of agriculture and technology and the colleges of technology are primarily A.A.S. degree holders, but, in fall 1991, only the unsuccessful applicants from two colleges of origin included fewer than 10 A.A.S. degree holders:

Corning Community College - A.S. degree holders only

Jamestown Community College - A.A. degree holders only.

During the four-year period, from 1987 to 1991, the number of baccalaureate colleges denying 10 or more unsuccessful applicants in any degree category increased from 14 to 19, and the number of denials per college increased from a high of 82 denials at Binghamton in 1987, to a high of 221 denials at Brockport in 1991.

The increase in the number of colleges of choice denying 10 or more unsuccessful applicants during this time period has been greatest (from 4 to 12) for applicants with the AA degree and least (from 12 to 19) for unsuccessful applicants with the AAS degree. The number of colleges of choice denying 10 or more unsuccessful applicants has consistently been smallest for applicants with A.A. degrees (4 to 12) and largest for applicants with the A.A.S. degree (14 to 19).

Some colleges of choice have not ever, or only rarely during this time period, denied 10 or more unsuccessful applicants:

Stony Brook - 1991 only / A.A.S. degree holders only

Potsdam - 1988 / A.A.S. degree holders only
1989 / A.A., A.S., & A.A.S. degree holders

Purchase - never in any degree category

Syracuse HSC - 1991 only / A.A.S. degree holders only

Most colleges of choice deny 10 or more unsuccessful applicants in each degree group, A.A., A.S., and A.A.S. Colleges of choice denying 10 or more unsuccessful applicants in only one or two degree groups are as follows:

A.S. & A.A.S.
Buffalo University
Geneseo
ESF
Institute of Technology at Utica Rome

A.A.S. Only
Stony Brook
Syracuse HSC
College of Technology at Farmingdale

As of fall 1991 the colleges of choice with the largest number of denials vary with degree category:

A.A.		A.S.		A.A.S.	
Oneonta	62	Brockport	92	Buffalo College	99
Cortland	54	Oswego	55	Brockport	90
Oswego	49	Cortland	44	Oswego	84
Buffalo College	44	Buffalo College	43	Oneonta	73

The colleges of choice denying 100 or more unsuccessful degree-holding applicants in the fall of 1991 are as follows:

DEGREE	A.A.	A.S.	A.A.S.	TOTAL	% OF APPS.
Brockport	39	92	90	221	5%
Oswego	49	55	84	188	5%
Buffalo College	44	43	99	186	6%
Oneonta	62	31	73	166	6%
Cortland	54	44	33	131	6%
Buffalo University	8	33	69	110	2.7%
Albany	36	19	51	106	3.3%
Plattsburgh	25	31	47	103	4.4%

The curriculum choices of unsuccessful applicants who hold associate degrees vary somewhat across degree categories as indicated below in a chart indicating the top five choices of curricula for each degree category of any size:

A.A. DEGREE HOLDERS					
CURRICULUM	**1987**	**1988**	**1989**	**1990**	**1991**
Business/Business Administration	11	14	17	17	15
Undeclared	9	10	30	24	12
Education:					
Elementary Education	5	34	63	46	72
Elementary & Secondary	5	22	–	15	29
Marketing	8	–	–	–	–
Psychology	–	12	31	–	–
Communications	–	–	17	14	19

CURRICULUM	1987	1988	1989	1990	1991
A.S. DEGREE HOLDERS					
Business/Business Administration	27	58	80	52	57
Accounting	17	17	20	13	25
Management Science	7	--	--	--	--
Marketing	9	10	--	--	--
Physical Therapy	7	--	20	--	28
Psychology	--	--	--	--	22
Engineering: Mechanics	10	--	--	--	--
Education:					
Elementary Education	--	17	41	37	54
Physical Education	--	--	--	14	--
Criminal Justice	--	9	--	--	--
Undeclared	--	--	19	16	--
A.A.S. DEGREE HOLDERS					
Business/Business Administration	51	38	63	64	59
Marketing	15	25	32	26	34
Accounting	12	39	49	--	37
Electrical Technology	21	--	--	--	--
Computer/Information Science	10	--	--	--	--
Education:					
Elementary Education	10	32	49	47	58
Criminal Justice	--	28	--	--	47
Undeclared	--	32	--	25	--
Physical Therapy	--	--	24	23	--

Upon examination of these transfer application and enrollment trends, the complexity of the context in which the current transfer policy has been implemented begins to become evident.

SUMMARY OF JULY 1992 TRANSFER SURVEY

In July 1992, the Office of Access Services sent a survey about transfer students and the transfer process to 21 SUNY baccalaureate campuses. This survey was intended to take the place of multiple surveys sent by transfer counselors at individual two-year schools, providing appropriate data for the two-year campuses and requiring only one survey completion.

This summary represents the combined responses of the 21 baccalaureate campuses listed below to survey questions related to admissions requirements, transfer credit, housing, costs, and financial aid:

University Centers
- Albany
- Binghamton
- Buffalo
- Stony Brook

Health Science Centers
- Brooklyn
- Syracuse

University Colleges
- Brockport
- Buffalo
- Cortland
- Fredonia
- Geneseo
- New Paltz
- Old Westbury
- Oneonta
- Oswego
- Plattsburgh
- Potsdam
- Purchase

Specialized Colleges
- Environmental Science and Forestry
- Maritime

Colleges of Technology
- Fashion Institute of Technology

ADMISSIONS REQUIREMENTS

In response to a request to indicate transfer application deadline dates for fall, spring, and summer semesters, respondents reported dates that vary across campuses. Only one campus (Albany) reported an application deadline for the summer semester (May 1) (see Table 1, pages 73-74, for fall and spring dates). With respect to the fall semester, six campuses (Health Science Center at Syracuse [for Physical Therapy and Extracorporeal Technology], Brockport, Geneseo, Potsdam, Purchase [for Art], and the Fashion Institute of Technology) indicated deadlines consistent with the Transfer Guarantee Program deadline published in the SUNY *Application Guidebook*. Other campuses indicated no deadlines that vary across academic programs, or deadlines later than February 1, the SUNY deadline date for admission under the transfer guarantee program. Spring semester deadlines vary similarly across baccalaureate campuses with only one campus (Brockport) indicating a deadline consistent with the September 15 deadline for the transfer guarantee program published in the *Application Guidebook*.

All but two baccalaureate campuses (Health Science Center at Brooklyn and Environmental Science and Forestry) indicated that they require high school transcripts from transfer students under certain circumstances. The Health Science Center at Syracuse requires such transcripts from all transfers who graduated from high school within the last 15 years while Cortland requires high school transcripts from applicants without an associate degree. Albany and Maritime require high school transcripts from applicants with less than one year of college. Other baccalaureate campuses require high school transcripts from transfer applicants with fewer than 12 college credits (Potsdam), 24 credits (Binghamton, Buffalo University, Stony Brook, Brockport, Geneseo, New Paltz, Old Westbury and the Fashion Institute of Technology), and 30 credits (Buffalo College, Fredonia, Oneonta, Oswego, Plattsburgh, and Purchase).

SAT or ACT scores are required of transfer applicants by eight baccalaureate campuses under the same circumstances in which they require high school transcripts, and by the Health Science Center at Syracuse, if the test had been taken prior to application. Albany requires standardized test scores from transfer applicants with less than one year of college; the university centers at Binghamton and Buffalo as well as Brockport and Geneseo require test scores from transfer applicants with fewer than 24 credits. Fredonia, Oneonta, and Plattsburgh require them from transfer applicants with fewer than 30 credits.

Supplemental applications are required by three baccalaureate campuses (University Center at Buffalo, Health Science Center at Syracuse, and the College of Environmental Science and Forestry), and are recommended by two campuses (Brockport and Cortland). The University Center at Buffalo requires the supplemental application only for applicants to seven programs - architecture, management, occupational therapy, physical therapy, nursing, music, and pharmacy. A personal statement or essay is required of transfer applicants at Cortland, and recommended for applicants to the letters and science programs at Purchase. Purchase also requires auditions or portfolios and interviews for transfer applicants to their fine arts programs. Buffalo College requires only portfolios of transfer applicants to their fine arts programs, but requires certain courses for transfer applicants to some other majors.

In addition to the supplemental application, the Health Science Center at Syracuse requires all college transcripts and two letters of recommendation. The Health Science Center at Brooklyn requires scores from the allied health exam or Graduate Record Exam for all transfer applicants to their physical therapy program.

The survey questions concerning minimum grade point averages (GPA's) for admission to the campus and minimum GPA's for admission to certain programs were interpreted differently by various respondents. Therefore, the responses are somewhat difficult to interpret. When asked what minimum GPA the campus required, one campus (the University Center at Buffalo) indicated that the minimum requirement varies depending on whether or not students have associate degrees (A.A. or A.S.). Eleven campuses (Albany Binghamton, the Health Science Centers at Brooklyn and Syracuse, Brockport, Fredonia, Geneseo, Oneonta, Oswego, Plattsburgh, and Purchase) indicated that the minimum varies depending on students' program choices. Nine campuses (Stony Brook, Buffalo College, Cortland, New Paltz, Old Westbury, Potsdam, Environmental Science and Forestry, Maritime, and the Fashion Institute of Technology) indicated a single minimum GPA.

The University Center at Buffalo requires a minimum GPA of 2.0 from associate degree holders (A.A. and A.S.) and 2.5 of all other transfer applicants. Of the 11 campuses who indicated that minimum GPA's vary with students' program choices, five campuses gave no minimum figure (Albany, Binghamton, the Health Science Centers at Brooklyn and Syracuse, and Oneonta). One campus (Brockport) indicated a minimum of 2.25, and five campuses (Fredonia, Geneseo, Oswego, Plattsburgh, and Purchase) indicated a minimum of 2.0. Single figure responses from nine campuses range from a 2.0 at five campuses (Buffalo College, Old Westbury, Potsdam, Environmental Science and Forestry and Fashion Institute of Technology), through 2.5 at three campuses (Stony Brook, New Paltz, and Maritime), to 2.7 at Cortland.

Programs requiring minimum GPA's higher than the minimum GPA for admission to the college vary by campus (see Table 2, page 75), but some programs are named frequently across campuses. Those programs, indicated by five or more campuses, include business (including accounting at three of the five), communications, criminal justice, education, and nursing. Two campuses (Geneseo and Oswego) indicated that all programs have minimum GPA's, but it is not clear whether or not the minimum is the same or higher than the overall minimum given earlier in the survey. Two other campuses (Binghamton and the Fashion Institute of Technology) listed no programs as having minimum GPA requirements.

If a transfer applicant's GPA does not meet the minimum required, but the student has shown strong improvement, all but two campuses reported that this is taken into consideration in the decision-making process. However, the Health Science Center at Syracuse does so in most but not all programs, and Fredonia does not do so if the transfer applicant is not in good academic standing. Buffalo University and Purchase indicated that they do not take such evidence into consideration.

When asked whether or not the incoming GPA is recomputed, 12 campuses indicated they do not recompute, while nine campuses indicated they do. Binghamton, Buffalo University, New Paltz, Plattsburgh, Potsdam, and Purchase routinely recompute transfer applicant GPA's. Albany and Buffalo College recompute transfer applicant GPA's only when all previous grades are not included. Oswego recomputes transfer applicant GPA's only when a grading system including pluses and minuses has been used to compute the original GPA.

Responses to the survey question of how campuses handle a student's GPA, if the transfer applicant has attended more than one college speak to two different processes; the generation of an incoming GPA, and the generation of a decision on the application. Five campus responses (Albany, Stony Brook, Geneseo, Oneonta, and Maritime) address both of these processes, four address only application decision-making (Brockport, Cortland, Fredonia, and Old Westbury), and 11 campuses (Binghamton and Buffalo University, the Health Science Center at Syracuse, Buffalo College, New Paltz, Oswego, Plattsburgh, Potsdam, Purchase, Environmental Science and Forestry, and Fashion Institute of Technology) address only the generation of an incoming GPA. The Health Science Center at Brooklyn indicated that such a situation is a rare occurrence in their experience, and that it would be handled on a case-by-case basis if it occurred. The University Center at Albany indicated that variations in how the transfer applicant GPA is handled is evident across academic programs on their campus.

Comments concerning the decision-making process indicated that the most influence on the admissions decision is exerted by the most recent academic record on five campuses (Stony Brook, Cortland, Fredonia, Geneseo, and Old Westbury), and by the most recent and substantial record on two campuses (Albany and Brockport). Maritime College indicated that the most influential academic record is the one containing the most courses in math and science, and Oneonta reported that all previous course work is equally influential.

With respect to the process of generating an incoming GPA for a transfer applicant who has attended more than one college, four campuses do not recompute GPA's. Environmental Science and Forestry uses only the GPA from the applicant's full-time study, and Oneonta, Fashion Institute of Technology, and Maritime College leave the applicant with multiple GPA's. Twelve campuses do recompute incoming GPA's for transfer applicants who have attended more than one college prior to application, but described the process in various ways. New Paltz reported that it recomputes the GPA, but did not indicate how. Buffalo College indicated that the GPA may be recomputed, particularly if the applicant has chosen a more competitive program, but also does not indicate any method for doing so. The University Center at Buffalo averages all previous college grades while Geneseo and Purchase average the GPA's. Seven campuses (Albany, Binghamton, Stony Brook, Health Science Center at Syracuse, Oswego, Plattsburgh, and Potsdam) compute a new overall GPA including all past college grades. Although it may be safe to assume that all seven campuses sum credits and quality points and divide the summed quality points by the summed credits to compute the overall GPA, only the responses from Plattsburgh and Potsdam make specific comments about basing such an overall GPA on credits and quality points.

In response to the request to list academic programs not accepting transfer applicants in the spring semester, 15 of the 21 baccalaureate campuses responded. The responses vary from all programs not being available at the Health Science Center at Brooklyn, through variations from year-to-year at two campuses (Binghamton and Environmental Science and Forestry) to no programs not being available at five campuses (Geneseo, New Paltz, Oswego, Plattsburgh, and Potsdam). Two campuses (Old Westbury and Oneonta) indicated that the request to list academic programs not accepting transfer applicants in the spring semester was not applicable to their situation. Whether this should be interpreted as indicating no spring semester admission for any program or no programs not available to transfer students is unclear.

Five campuses indicated specific programs as not available in the spring semester as described below. The number of programs per campus ranges from one to eight, with three campuses indicating one program (Albany, Health Science Center at Syracuse, and Brockport), one campus (Purchase) reporting five programs, and the University Center at Buffalo reporting eight programs. The programs unavailable in the spring semester by campus are as follows:

University Centers

Albany - Social Welfare

Buffalo - Art
- Occupational Therapy
- Physical Therapy
- Accounting
- Pharmacy
- Medical Technology
- Nuclear Med Tech
- Exercise Science

Health Science Center

Syracuse - Nursing

University Colleges

Brockport - Social Work

Purchase - Acting
- Filmmaking
- Stage Design and Tech.
- Visual Arts
- Psychology

Ten of the 21 baccalaureate campuses responded to a request to list academic programs not available at all to transfer applicants. It is unclear whether the lack of responses from the other 11 campuses should be interpreted as meaning that there are no programs on their campuses that are not available to transfer applicants. Of the ten responding campuses, six (the Health Science Center at Brooklyn, Geneseo, New Paltz, Potsdam, Purchase and Environmental Science and Forestry) indicated that there are no programs on their campuses not available to transfer students. Old Westbury indicated that the request was not applicable to their campus, and three campuses (Fredonia, Oswego, and Plattsburgh) indicated specific programs not available to transfer applicants as shown below:

Fredonia - Cooperative programs in Education and Special Education

Oswego - All 2 + 2 programs

Plattsburgh - 3 + 4 program in Optometry

TRANSFER CREDIT

When asked who at their campuses should be contacted for information on transfer credits, 17 of the baccalaureate campuses indicated one or more persons per campus by name, and four campuses indicated the Admissions Office. Responses to the question concerning the maximum number of credits accepted in transfer fall into four general categories with one campus (Stony Brook) indicating that such a question was not applicable for their campus. Other campuses gave either a single maximum number, differentiated between maximums for two- and four-year colleges, indicated that there was no maximum, or indicated that the maximum varies across academic programs on their campuses.

Single number maximums from seven campuses range from a high of 90 credits at New Paltz and Purchase to a low of 60 credits at the Health Science Center at Brooklyn and the Fashion Institute of Technology. Maximums of 66, 72, and 75 credits were reported at Oneonta, Old Westbury, and Fredonia respectively. Variations across academic programs were indicated at three campuses (Binghamton, the Health Science Center at Syracuse, and Environmental Science and Forestry) with Binghamton reporting variations across academic programs with a maximum of 96 credits, and HSC Syracuse indicating a 24 credit-hour residency requirement for all programs.

No maximum on the number of credits that may be transferred was reported by two campuses (the University Center at Buffalo and Maritime), but Maritime indicated a one-year campus residency requirement for all students. Eight campuses (Albany, Brockport, Buffalo College, Cortland, Geneseo, Oswego, Plattsburgh, and Potsdam) reported separate maximums for credits from two- and four-year colleges, with Albany reporting only a maximum of 64 for credits from two-year colleges. With respect to maximums for credits from two-year colleges, the other seven campuses reported numbers of credits which ranged from a low of 60 at Geneseo to a high of 72 at Plattsburgh. The other five campuses reported maximums for credit from two-year colleges of 62 (Oswego), 64 (Brockport, Buffalo, and Cortland), and 70 (Potsdam). Maximums for credits transferrable from four-year colleges ranged from a low of 79-83 at Cortland to a high of 96 at Brockport. Plattsburgh reported a maximum of 89, Geneseo and Potsdam a maximum of 90, Buffalo College a maximum of 91, and Oswego a maximum of 92.

In response to the question of whether or not "D" grades are transferrable most campuses reported a qualified "yes," two campuses (Stony Brook and Buffalo College) indicated an unqualified "yes," and three campuses (Binghamton, the Health Science Center at Syracuse, and Maritime) indicated "no." Four of the remaining 16 campuses (Cortland, Old Westbury, Oneonta, and the Fashion Institute of Technology) indicated that a grade of "D" transfers only if it is part of an A.A. or A.S. degree. Oneonta and Old Westbury qualify the situation further by indicating respectively that the A.A. or A.S. must be from a SUNY campus or that the "D" is one of four or less in courses not required for the major. Five other campuses (University Center at Buffalo, Brockport, Oswego, Potsdam, and Purchase) also indicated that a grade of "D" transfers, if it is in a course outside the major requirements. Buffalo indicated only three majors (music, nursing, and occupational therapy), in which this limitation holds true.

Other qualifications put on the transfer of grades of "D" include balancing off the "D's" with "Bs" at Albany; applying to one of the few programs where "D's" are acceptable at the Health Science Center at Brooklyn; completing the course in which a "D" was received prior to September 1, 1992, at Environmental Science and Forestry; and attaining an overall GPA above 2.00 for all prior coursework at New Paltz. Fredonia indicated that academic departments may request students to repeat certain courses in which they received grades of "D", and Plattsburgh indicated that the "D" may not be in English composition, may not bring the GPA in the major below 2.0, and must be in a course in which an academic department does not require a grade higher than "D." Albany also reported that the current policy is under review and may change.

When asked about the timing of the availability of transfer credit evaluations, only one campus (Binghamton) reported that students cannot find out which courses transfer before paying deposits. Other campuses indicated that this was possible, although five campuses reported some qualifications to their statements. The University Center at Buffalo indicated that they recommend that students make appointments with departments to receive confirmation of credit transfer. The Health Science Center at Syracuse, Buffalo College and Old Westbury reported that such evaluations are unofficial. Buffalo College and Oneonta indicated that such evaluations can be completed for only selected students. Oneonta also indicated that they expect by fall 1992 to be able to provide such information to all students transferring from feeder schools within two-weeks of their deposits being paid. With respect to obtaining credit evaluations prior to application, four campuses (the University Centers at Binghamton and Buffalo, Fashion Institute of Technology, and Maritime College) reported that this is not possible on their campuses. All others indicated that such timing of credit evaluations is possible, although Cortland and Oneonta qualified their statements by indicating respectively that evaluation availability is dependent on the timing of the request, and that evaluations can be obtained by some students from feeder schools but not all transfer applicants.

Acceptable sources of transfer credit in addition to courses were identified in survey responses which, once again, varies across campuses. Credit by examination at a community college was identified by 14 campuses (the University Centers at Albany, Binghamton, and Buffalo; the Health Science Centers at Brooklyn and Syracuse; Brockport, Fredonia, New Paltz, Old Westbury, Plattsburgh, Potsdam, Environmental Science and Forestry, Maritime, and Fashion Institute of Technology) as acceptable for transfer with the Health Science Center at Brooklyn stipulating that the examinations must test other than remedial work. Six campuses (Stony Brook, Buffalo College, Cortland, Geneseo, Oswego, and Purchase) indicated that such examinations are not acceptable sources of transfer credit. Oneonta did not respond to this question.

With respect to armed forces credit, all but three of the campuses (Albany, Environmental Science and Forestry, and Fashion Institute of Technology) reported that such credit is transferrable. The University Center at Buffalo indicated that some restrictions apply to the transfer of such credit, and the Health Science Center at Brooklyn reported that decisions about whether or not to grant transfer credit are made on a case-by-case basis. All 21 baccalaureate campuses indicated that they grant credit for CLEP exams, although the University Center at Buffalo reported that some restrictions apply. The Health Science Center at Brooklyn indicated that some academic programs on their campus do not grant such credit, and Cortland reported that they grant credit only for the subject examinations.

HOUSING

Five of the baccalaureate campuses (the University Center at Buffalo, Health Science Center at Syracuse, Brockport, Plattsburgh, and Environmental Science and Forestry) reported having deadlines for housing applications. The University Center at Buffalo and Plattsburgh each indicated deadlines for fall and spring semesters. The deadlines at Buffalo are May 1 for fall, and December 1 for spring. The deadlines at Plattsburgh are June 15 for fall, and December 15 for spring. Brockport reported a deadline that is the same as the tuition deposit deadline, while the Health Science Center at Syracuse indicated only a deadline for fall (July 1). The College of Environmental Science and Forestry reported a deadline date of 30 days after acceptance. Four of the 15 campuses indicating no deadline (Albany, Old Westbury, Oneonta, and Purchase) reported that priority in housing is given to early applicants.

All campuses indicated that on-campus housing is available for transfer students, and all campuses except one (Fashion Institute of Technology) reported that all transfer students are accommodated. Six campuses qualified their affirmative responses (University Centers at Binghamton and Buffalo, Brockport, Fredonia, Old Westbury, and Environmental Science and Forestry) with Fredonia indicating that they have no on-campus housing available for married couples or families, and the other five indicating that the earlier transfer students apply for on-campus housing, the more assured they are of being accommodated.

Five campuses (Geneseo, New Paltz, Old Westbury, Potsdam and Maritime College) reported that they do not assist transfer students in finding off-campus housing. All others indicated they do assist students and all but one campus (Cortland) gave the names of people or organizations who carry out this function on campuses.

COSTS

The information gathered in this section of the survey is not comparable across campuses due to the variations in interpretation of time frames (yearly costs as opposed to costs by semester), cost breakdowns (tuition and fees), and commuter residency status (in-state or out-of-state).

FINANCIAL AID INFORMATION

All campuses indicated the name of a contact person for financial aid. All but two campuses (Health Science Center at Syracuse and Environmental Science and Forestry) reported that the FAF is the appropriate form to be filed when transfer students seek aid. The Health Science Center at Syracuse accepts the FAF, but they prefer the FFS and Environmental Science and Forestry requires the FFS. Five campuses (Brockport, Old Westbury, Oneonta, Purchase and Maritime) indicated they require other materials in addition to the FAF. Given the way the survey question is worded, it is not clear whether other campuses also require additional materials and simply chose to interpret the question narrowly, therefore limiting their response to naming the form required, or whether they do not require additional materials. Brockport, Purchase, and Maritime each requires the completion of their own form in addition to the FAF, and Old Westbury requires the New York state form in addition to the FAF. Also, Brockport requires a financial aid transcript from each previous college attended as does Oneonta.

Deadlines for filing financial aid forms vary across campuses. One campus (Fashion Institute of Technology) did not respond to this question, and another campus (Health Science Center at Brooklyn) indicated that deadlines vary across academic programs. Two campuses (New Paltz and Maritime) reported that there are no deadlines on their campuses, and two other campuses (Albany and Stony Brook) indicated 15 day deadlines after the receipt of an application for admission and after admission, respectively.

Fifteen other campuses gave specific dates with four campuses (University Center at Buffalo, Health Science Center at Syracuse, Geneseo and Old Westbury) indicating deadlines for the fall semester, eight campuses (Binghamton, Brockport, Cortland, Fredonia, Oneonta, Oswego, Potsdam, and Environmental Science and Forestry) reporting deadlines for the fall and spring semesters, and three campuses (Buffalo College, Plattsburgh, and Purchase) indicating deadlines for the fall, spring, and summer semesters (see Table 3, page 78 for these dates).

When asked if the campus offers scholarships for transfer students, eight campuses (Health Science Center at Brooklyn, Buffalo College, Cortland, Geneseo, Old Westbury, New Paltz, Oneonta, and Oswego) replied "no." Two campuses (Environmental Science and Forestry and Maritime) replied "yes," and ten campuses (Albany, Binghamton, Buffalo University, Stony Brook, Health Science Center at Syracuse, Brockport, Fredonia, Plattsburgh, Potsdam, and Purchase) replied "yes" and described the scholarships available (see Table 4, page 79 for descriptions).

SUGGESTIONS FOR REVISIONS TO SURVEY QUESTIONNAIRE

To increase the value of data concerning academic programs to which access is limited, the questions concerning minimum GPA requirements should be revised and some questions concerning the existence of limited enrollment or "capped" programs should be developed. Increased clarity concerning the availability of academic programs to transfer students might be achieved by beginning each inquiry with a "yes" or "no" question such as "Are there any programs on your campus which do not accept transfers in the spring semester?" and then following with a statement such as "If yes, please list programs."

The section on costs should be eliminated or revised to elicit comparable data. Definitions of terms may be necessary in some instances to produce such data.

TABLE 1
APPLICATION DEADLINE DATES

Key:
rec. = Recommended
aprx. = Approximately
PT = Physical Therapy
ECT = Extracorporeal Technology

FALL SEMESTER

	1/15	2/1	2/15	3/1	3/15	4/1	4/15	5/1	7/10	8/15
University Centers:										
Albany									Aprx.	
Binghamton		deadlines vary by academic program								
Buffalo									+	
Stony Brook										+
Health Science Centers:										
Brooklyn		deadlines vary by academic program								
Syracuse				+ PT & ECT only, others rolling						
Colleges of Arts and Science:										
Brockport				+ rec.						
Buffalo		no specific deadlines - rolling								
Cortland								+		
Fredonia						+				
Geneseo	+									
New Paltz		no specific deadlines - rolling								
Old Westbury		no specific deadlines - rolling								
Oneonta									+	
Oswego				+						
Plattsburgh					+					
Potsdam		recommend following dates published in *Application Guidebook*								
Purchase		- letters & science - no deadlines - rolling + Arts only								
Specialized College:										
Environmental Science and Forestry									+	
Maritime										+
Colleges of Technology:										
Fashion Institute			+							

TABLE 1 cont.

SPRING SEMESTER

	9/1	10/1	10/15	11/1	11/15	12/1	12/15	12/31
University Centers:								
Albany							aprx.	
Binghamton	deadlines vary by academic program							
Buffalo							+	
Stony Brook								+
Health Science Centers:								
Brooklyn	deadlines vary by academic program							
Syracuse	most programs rolling						Nrsg	
Colleges of Arts and Science:								
Brockport		+						
Buffalo	no specific deadlines - rolling acceptances							
Cortland						+		
Fredonia					+			
Geneseo		+						
New Paltz	no specific deadlines - rolling acceptances							
Old Westbury	no specific deadlines - rolling acceptances							
Oneonta					+ rec.			
Oswego					+			
Plattsburgh					+			
Potsdam	recommend following dates published in the *Application Guidebook*							
Purchase	Letters and Science - no deadlines - rolling	+ arts only						
Specialized Colleges:								
Environmental Science and Forestry							+	
Maritime								+
Colleges of Technology:								
Fashion Institute					+			

TABLE 2

ACADEMIC PROGRAMS WITH GPA REQUIREMENTS HIGHER THAN MINIMUM

University Centers:	
Albany	Accounting Business Administration Computer Science Criminal Justice Psychology Social Welfare Teacher Education
Buffalo	Architecture Art Biochemistry Communication Computer Science Engineering Exercise Science Geography Management Mathematics Media Studies Medical Technology Nuclear Medical Technology Nursing Occupational Therapy Pharmacy Physical Therapy Political Science Psychology
Stony Brook	Business Management
Health Science Centers:	
Brooklyn	Nursing Physician's Assistant
Syracuse	Extracorporeal Technology Physical Therapy

Colleges of Arts and Science:

TABLE 2 cont.

Brockport	Criminal Justice
	Education
	Nursing
	Physical Education
	Social Work
Buffalo	Business
	Communication
	Criminal Justice
	Dietetics
	Education - Elementary
	Secondary Social Studies
	Special
	General Studies
	Social Work
	Speech and Language Pathology and Audiology
Cortland	Elementary Education
	Speech and Hearing Handicapped Evaluation
	Speech and Hearing Science
Fredonia	Accounting
	Business
	Communication
	Elementary Education
Geneseo	All Programs
New Paltz	Business
	Communication
	Education
	Engineering
	Fine Arts
	Nursing
	Psychology
Old Westbury	Business
	Teacher Education
Oneonta	Education
Oswego	All Programs

TABLE 2 cont.

Plattsburgh	Accounting
	Business
	Criminal Justice
	Education
	Hotel and Restaurant Management
	Nursing
Potsdam	Teacher Education
Purchase	Psychology

Specialized Colleges:

Environmental Science and Forestry	
	Forest Engineering and Paper Science Engineering
Maritime	Engineering
	Marine Transportation
	Meteorology/Oceanography
	Naval Architecture

TABLE 3

DEADLINE DATES FOR FILING FINANCIAL AID FORMS

	Fall	Spring	Summer
University Centers:			
Binghamton	2/15		11/15
Buffalo		3/15	
Health Science Centers:			
Syracuse		4/1	
Colleges of Arts and Science:			
Brockport		3/1	10/15 rec.
Buffalo	3/1	11/15	5/1
Cortland	5/1	12/15	
Fredonia	3/1	10/1	
Geneseo	2/15		
Old Westbury	4/26		
Oneonta	3/15	11/15	
Oswego	3/15	11/15	
Plattsburgh	4/15	rolling	rolling
Potsdam	3/1	11/15 rec.	
Purchase	2/15	11/15	5/1
Specialized Colleges:			
Envir, Sci. & Forestry	3/15	12/1	

TABLE 4

SCHOLARSHIPS AVAILABLE FOR TRANSFER STUDENTS

University Centers:

Albany	3 Presidential Scholarships $1,000 per year applicants invited to apply based on academic achievement.
Binghamton	dependent on demonstrated need.
Buffalo	10 Honors Scholarships $1,000 per year for 2 years GPA of 3.8 - 4.0 on 30+ credits.
Stony Brook	Honors College Program $1,000 non-refundable.

Health Science Centers:

Syracuse	10-25 need-based scholarships $500 - $2,000 per year.

Colleges of Arts and Science:

Brockport	8-10 scholarships totalling $4,500 per year; criteria vary - usually require full-time attendance and GPA of 3.3+.
Fredonia	A.A./A.S. degree with 3.7+ GPA.
Plattsburgh	10 Presidential Scholarships $1,000 per year based on academic performance.
	20 Foundation Scholarships $500 per year based on academics and need.
Potsdam	3 Reutershorn Scholarships $500 based on academic performance.
Purchase	$250 - $5,000 some need based, some academic performance based, some both.

SUMMARY OF PRESIDENTIAL NARRATIVES

ENROLLMENT PLANNING UPDATE - FALL 1990 CYCLE

As part of the fall 1990 enrollment planning cycle, the presidents of both state-operated institutions and community colleges were asked to respond to several "central questions." Among these were questions related to recently issued directives concerning access to SUNY for transfer students, and the university policy on transfer and articulation.

Presidents of state-operated campuses were asked, "Have recent increases in transfer enrollments been successful in increasing access to graduates from SUNY two-year colleges?" They were also told that, "It is vital that your narrative provide an estimate of the number of transfer places you are planning in 1991-92 through 1995-96 for A.A. and A.S. graduates from SUNY and CUNY" (p.3). Presidents of community colleges were asked, "Have the increased goals for transfer enrollments at the four-year institutions had beneficial impact on your ability to place A.A. and A.S. graduates in four-year institutions?", and were told that it was "vital that your narrative provide an estimate of the number of graduates you anticipate in 1991-92 and beyond with an A.A. or A.S. degree" (p.3). The summary which follows is based on the responses to these questions contained in the Presidential Narratives.

Perceived Effect of Increased Transfer Enrollment Goals

From the perspectives of the presidents of the four university centers and eight of the nine responding university colleges, access had increased to each of their four-year institutions for graduates of SUNY two-year colleges. Specific data were cited as evidence in the documents of one university center and five university colleges; and two university centers and eight university colleges described specific enrollment and articulation initiatives being implemented to increase transfer enrollments. Oswego, the Health Science Centers at Brooklyn and Syracuse, Environmental Science and Forestry, Maritime, Optometry, and Ceramics, and the Statutory Colleges at Cornell described no increase in access for SUNY two-year graduates at their institutions, but four specialized colleges and two statutory colleges described enrollment and articulation initiatives being implemented to increase transfer enrollments.

The specific data cited as evidence of increased access varied across campuses and are supported by SUNY-wide data on the deposit paying and enrollment behavior of SUNY two-year campus graduates. The SUNY-wide data indicate that from 1986 to 1990 deposits from SUNY two-year college graduates (A.A., A.S., A.A.S., and A.O.S.) increased 786 or 12.3 percent from 6,410 to 7,196. Enrollments for this same group increased 870 (18.2 percent) from 4,770 to 5,640. (Sources: APC Summary of Transfer Choices 1/11/93 and OIR Trends in Transfers 7/29/92.)

However, given the fact that during the same time period (1986 to 1990) applications from SUNY two-year campus graduates increased 6,529 or (33.4 percent) from 19,551 to

26,080, and denials of these applications increased 2,949 (125 percent) from 2,357 to 5,306 (Source: APC Summary of Transfer Choices 1/11/93), the view from the colleges of technology and community colleges was not so clearly one of increased access at SUNY four-year campuses. Only two technical colleges and five community colleges indicated beneficial impact from increased goals for transfer enrollments at four-year SUNY institutions.

Alfred related that, "several four-year colleges have responded, and that there appears to be a trend for more flexibility and greater accommodation" while the affirmative response from Morrisville was more futuristic and anticipatory. It said, "the openness of transfer should be extremely beneficial for our graduates." Broome and Dutchess replied affirmatively and cited specific instances of improvement, including increased numbers and ease of establishment of articulation agreements, "improved flow of students to four-year institutions," the availability of more transfer scholarships, the establishments of "housing and registration priorities" for transfers, and improved collaboration of staff at two- and four-year campuses to "facilitate smooth transitions and ensure maximum course acceptance." Jamestown indicated "modest improvement" within the last year. Tompkins-Cortland responded simply, "the increased goals have had a beneficial effect on the A.A. and A.S. graduates of our college," and Westchester indicated a belief that the campus had experienced positive impact, although data to support that perspective was not yet available.

One technical college and six community colleges responded with clearly negative perspectives. FIT replied that they had experienced no impact since FIT graduates only A.A.S. degree holders "who are excluded from the directives." Cayuga and Clinton community colleges described "minimal" and "little" impact respectively, while Herkimer, Nassau, and Ulster related no impact, and Corning reported that "transfer student frustration has increased in competing for fewer spaces." Cayuga applauded the efforts represented by the policy reaffirmation by the Board of Trustees, but indicated that "students are still having trouble in several areas" including "transferring into programs of choice," "obtaining reasonable schedules," "being perceived as 'full' members of the campus," and "receiving sufficient support from the receiving institution." Herkimer reinforced the difficulty students experience in transferring into the program of their choice, and described problems encountered by A.A.S. degree recipients whom they noted are "the largest degree group" from the Herkimer campus. Nassau noted difficulties "with particular regional institutions" while Ulster related knowledge of some continuing "bright spots," but reiterated that "it is still easier for students to move to the private sector with more transferable credit than it is to move within SUNY."

Hudson Valley, Jefferson, and Schenectady described mixed, positive and negative perspectives. Hudson Valley anticipated "increased access to SUNY Albany and the Institute of Technology for older place-bound students," but indicated that problems remain related to the "evaluation of credit earned via methods other than classroom experiences" -- credit which is being accommodated by "private colleges in the area." Jefferson noted that "some SUNY colleges are offering more transfer opportunities and some are not" giving

Brockport and Oswego as examples of increase and no increase situations respectively. Schenectady noted that "more students were attending A.A. and A.S. programs," but that "substantial numbers" of students are transferring to "independent institutions."

No direct response was provided by the remaining four colleges of technology and nine of the community colleges. Canton did not submit a Presidential Narrative, Farmingdale did not address the transfer issue in their narrative (a response which may have been encouraged by the language labeling the question as being addressed to "community colleges" as opposed to "state-operated institutions"), and Cobleskill and Delhi took the opportunity to express their concerns about "focusing enrollment planning" on A.A. and A.S. graduates. Neither of these technical colleges graduate large numbers of A.A. and A.S. degree holders -- 17 percent of the total graduates at Cobleskill and approximately 50 students per year at Delhi. Of the nine remaining community colleges, Onondaga did not submit a narrative; Columbia-Greene, Erie, Fulton-Montgomery, Mohawk Valley, Niagara, and Orange did not address the question in their narratives; and North Country and Sullivan took the opportunity to describe their current situations without relating the descriptions to the question posed.

Responses Monroe, Suffolk, and Finger Lakes indicated respectively that "it is too early to tell;" "the impact has yet to be assessed;" and that there had been no beneficial impact yet, but that the belief was that there would be in the future. Rockland noted that whether or not increased goals had beneficial impact was "difficult to assess," since many students from Rockland transfer, "prior to degree completion" and Genesee indicated that the impact was "difficult to quantify," but that more graduates from Genesee "would enroll if guaranteed admission to local four-year institutions."

Academic program areas were noted by one university center, two university colleges, one technical college, and one community college as being of particular concern. Cobleskill reported an increasing number of business administration graduates wishing to transfer, and Broome noted that admission for fall 1991 to elementary education curricula within SUNY had been closed statewide as of early March 1991. Binghamton indicated that the "phased transfer of bachelor of technology programs to Alfred" would decrease future transfer opportunities on the Binghamton campus. Brockport and Buffalo College described transfer enrollment limitations in several programs including criminal justice and education at both campuses, and physical education and social work at Brockport.

Enrollment and Articulation Initiatives

Enrollment and articulation initiatives mentioned in the Presidential Narratives varied across campuses and included focusing additional recruitment activities on SUNY two-year campuses (Fredonia), the initiation of mid-year admissions (Maritime), and priority in admissions being given to particular groups of transfers, (associate degree holders and junior-level transfers at Brockport, and applicants with A.A. and A.S. degrees at Oswego). Other enrollment initiatives included registration priorities given to transfer students

(Plattsburgh), and special scholarships for transfers (merit scholarships for honors students at Stony Brook and a variety of scholarships at Plattsburgh).

Articulation initiatives mentioned included cooperative degree programs (Geneseo), articulation agreements that guarantee admission (New Paltz and Plattsburgh), and articulation agreements (ten institutions as follows). Maritime indicated that articulation agreements were being developed, Buffalo College noted that the number of articulation agreements were being increased, and eight other campuses (Buffalo University, Fredonia, Oneonta, Plattsburgh, ESF, Optometry, Ceramics, and Cornell Agriculture and Life Sciences) described their campuses as "maintaining" articulation agreements with a variety of SUNY two-year campuses. The number of two-year campuses involved in such articulation agreements ranged from five at Fredonia and New Paltz to forty-two at ESF, representing obviously different approaches to program articulation.

Other initiatives mentioned in the Presidential Narratives included activities with potential impact on both the enrollment of transfer students and the articulation of academic programs. Stony Brook reported the establishment of a transfer office and Plattsburgh noted the activities of the FIPSE funded transfer project including the establishment of a transfer student club and the development of transfer guides which address program articulation agreements and course equivalencies between Plattsburgh and the two-year colleges from which the majority of transfer students are sent. Buffalo College described an examination of academic policies which "mitigate against" the smooth transition of transfer students, Cornell's College of Human Ecology described the staff as working "closely with SUNY two-year colleges."

Estimates of Transfer Places for A.A. and A.S. Graduates

Two university centers and four university colleges indicated spaces set aside for A.A. and A.S. graduates from SUNY and CUNY:

Institution	91-92	92-93	93-94	94-95	95-96
Albany	600	600	650	650	650
Stony Brook	943	943	956	977	1,020
Brockport	One-third of all new transfers				
Cortland	205	—	32 percent of all new transfers	—	205
Fredonia	281	—	75 percent of all new transfers	—	281
Oneonta	+50 each year from present				

Binghamton and Buffalo did not addresses the reservation of spaces for A.A. and A.S. SUNY and CUNY graduates as part of their enrollment planning, and Buffalo University indicated that associate degree holders constitute only 5 percent of total transfers at that institution - approximately 125 full-time students in fall 1990. Buffalo University also requested a decrease of 700 in the goal for new transfer students in fall 1991, but indicated such a reduction would not affect applicants with A.A. or A.S. degrees. Binghamton described their continued commitment to maintaining access for SUNY and CUNY graduates.

The remaining university colleges (with the exception of Oswego, Potsdam and Purchase) addressed the issue of transfer enrollment, and only New Paltz indicated that "it is not their plan to reserve spaces," but that A.A. and A.S. graduates from SUNY and CUNY are viewed as a "priority population." Buffalo College indicated the intention to "at least maintain the current number of transfer places for A.A. and A.S. graduates from SUNY and CUNY," but noted that Buffalo is not "able to meet the demand of transfer students in selected programs...." Geneseo described spaces for A.A. and A.S. graduates from SUNY and CUNY becoming increasingly occupied by "students from cooperative degree programs with regional community colleges" which are "especially helpful in serving place-bound students." Plattsburgh indicated that spaces are reserved for "applicants from two-year SUNY and CUNY institutions (within a particular time period)...." Potsdam and Purchase did not address the transfer enrollment questions.

The Health Science Centers at Brooklyn and Syracuse, Environmental Science and Forestry, Maritime, Optometry, the College of Ceramics and the statutory colleges at Cornell described no increase in access for SUNY two-year graduates. If they mentioned spaces available for transfers, it was to indicate total new transfer goals or spaces available for SUNY or SUNY and CUNY graduates with no reference to what associate degree the graduate might hold.

Estimates of Anticipated Graduates

Five of the seven appropriate technical colleges and fourteen of twenty-nine community colleges provided estimates of the number of graduates they anticipated in 1991-1992 and beyond with an A.A. or A.S. degree. The estimates given varied in form, specificity, and time span. Some responses included numbers only with no degree indicated (Alfred, Broome, Finger Lakes, Monroe, and Niagara), a response which left the reader with some doubt concerning what the numbers given represented. Other estimates were more specific and indicated both numbers and degrees, although some responses separated A.A. and A.S. degree holders and others did not (combined A.A. and A.S. numbers -- Delhi, Columbia-Greene, Genesee, Rockland, Sullivan, and Ulster; separated A.A. and A.S. numbers -- Morrisville, Adirondack, Clinton, Dutchess, Herkimer, and North Country). Cobleskill's response was given in percentage rate of transfer for A.A./A.S. graduates, but no total A.A./A.S. graduate number was included. FIT reported approximately 1,315 degree recipients per year, all of whom would hold the A.A.S. degree.

Of the nineteen estimates of anticipated graduates, three (Alfred, Monroe, and Rockland) were for 1991-1992 only, one (Dutchess) was for 1991-1992 and 1992-1993, two (Genesee and Niagara) were for 1991-1992 through 1993-1994, and three (Adirondack, Broome, and Clinton) were for 1991-1992 through 1994-1995. Four estimates (Morrisville, FIT, Finger Lakes, and Herkimer) were for 1991-1992 through 1995-1996, and the remaining six (Cobleskill, Delhi, Columbia-Greene, Sullivan, Ulster, and North Country) were for 1991-1992 and beyond for some indeterminate or non-specific period of time. No estimate included indications of academic discipline or major.

Given the nature of these estimates, and the enrollment planning process, and the importance of academic program choice in the success of transfer student transitions, these estimates seem limited in their usefulness to the university system-wide planning process.

SUMMARY OF COMMUNITY COLLEGE PRESIDENT'S NARRATIVES

ENROLLMENT PLANNING UPDATE – FALL 1993 CYCLE

As part of the fall 1993 enrollment planning cycle, the presidents of community colleges were asked two questions pertaining to resource considerations and one question related to transfer students. They were asked to "analyze your institution's service to students enrolling in transfer programs, i.e., A.A. and A.S. programs." Specifically, they were encouraged to "speak to the issues of graduation rates, time to completion of degree, transfer rates subsequent to graduation, transfer to SUNY vs. non-SUNY, and any specific problems encountered in placing graduates into a SUNY four-year school when SUNY was the student's first choice."

At the time the summary of responses was completed (more than two months after the deadline for submission of updates), responses had been received from 17 of 29 community college campuses with the Herkimer campus choosing to address the transfer student question only in general terms, describing an increase in transfer student enrollment combined with a decrease in resources resulting in "insufficient staffing." No responses had been received from the following 12 campuses: Corning, Dutchess, Erie, Fulton-Montgomery, Nassau, North Country, Onondaga, Orange, Suffolk, Tompkins-Cortland, Ulster, and Westchester.

Description of Services

Eight of the sixteen responding community colleges chose to describe services available to students enrolled in transfer programs. The most frequently described services included academic programs, academic advisement, transfer counseling or planning, career/transfer libraries or resource centers, and on-campus recruitment activities. No description of services were provided by Cayuga, Columbia-Greene, Finger Lakes, Herkimer, Mohawk Valley, Monroe, Schenectady, or Sullivan.

Hudson Valley, Jamestown, Jefferson, and Niagara mentioned academic programs, indicating five such programs at Hudson Valley (business administration, engineering science, liberal arts - humanities and social sciences, liberal arts - math and science, and individual studies), six at Jamestown (A.A. programs in humanities and social sciences and A.S. programs in math and science, engineering science, computer science, and business administration), eight at Niagara (with no description of degree given), and an undetermined number at Jefferson. Academic advising was noted by Broome (especially involving the arts and science faculty creating workload difficulties), Clinton, Hudson Valley, and Rockland.

Adirondack, Clinton, Hudson Valley, Jefferson and Rockland mentioned transfer counseling. Adirondack indicated that both faculty and counselors undertake this activity, and Clinton and Rockland reported major responsibility for such activity resting with the Office of Career Planning and Placement and the Office of Transfer Planning, respectively.

On-campus recruitment activities were noted by Clinton, Adirondack, and Rockland, with the latter two campuses specifically noting transfer days and college nights held on the campus.

Career/transfer libraries or resource centers were described by Adirondack, Clinton, and Rockland. Resources available in such locations included publications (Adirondack, Clinton, and Rockland), college selection computer software (Adirondack and Clinton), and workshops (Rockland).

In addition to these services mentioned at multiple campuses, Adirondack reported that students enrolled in transfer programs also participate in the freshman individualized placement program. Rockland also noted that students enrolled in transfer programs are given the opportunity to identify themselves on the applications, discuss transfer issues at orientation and registration, and receive individualized assistance with the transfer admissions process. This narrative also mentioned that the staff from the office of transfer planning meets monthly with an admissions counselor from New Paltz, their major receiving institution.

Graduation Rates

Four of the responding sixteen community colleges provided graduation rates with two reporting rates for A.A. and A.S. degree recipients separately, and two reporting a combined rate for A.A. and A.S. degree recipients. This variation in definition of graduation rate and the variety of time frames described makes comparison across campuses inappropriate. Cayuga reported that "the most recent figures" showed A.A. degree recipients graduating at a rate of 20 percent after four semesters and 40 percent after five semesters; similar rates for A.S. degree recipients indicated 18 percent graduating after four semesters and 35 percent after five semesters. Jamestown described the graduation rate as of fall 1992 as 22 percent for A.A. degree recipients and 24 percent for A.S. degree recipients.

The combined graduation rates provided by Genesee and Niagara also varied in regard to time frames. Genesee indicated that students enrolled in A.A. and A.S. programs represented one-third of the total enrollment, and that the rate of graduation for first-time, full-time students enrolled in these programs was as follows: 20-30 percent after two years, 29-39 percent after three years, and 31-41 percent after four years. Niagara described the fall 1992 graduation rate for first-time, full-time students entering in fall 1989 as 33 percent.

Mohawk Valley indicated they had "no data to add to existing data provided by SUNY," while Clinton and Finger Lakes reported that they had no specific figures to share at the present time, but were developing tracking systems that would allow them to do so in the future. Broome, Schenectady, and Sullivan indicated that graduation rates at their campuses had not changed significantly but did not give rates. The remaining six campuses, Adirondack, Columbia-Greene, Hudson Valley, Jefferson, Monroe, and Rockland made no mention of graduation rates in their responses.

Time to Completion of Degree

Five of the sixteen responding community colleges described the time it takes students enrolled in A.A. and A.S. programs to complete their degrees. Their responses once again varied making comparisons across campuses inappropriate. Cayuga described 20 percent of A.A., and 18 percent of A.S. degree recipients completing their degrees in four semesters, and 40 percent of A.A. and 35 percent of A.S. degree recipients completing degrees in five semesters. Jamestown reported that 75 percent of A.A. and A.S. degree recipients complete in three years or less, 82 percent in four years, and 96 percent of A.A. and 100 percent of A.S. degree recipients complete in five plus years.

Genesee and Monroe indicated that A.A. and A.S. degree recipients represent 33 percent and 59 percent of all graduates respectively. At Monroe, more than 50 percent of these graduates take more than two years to earn their degrees while at Genesee 20 percent to 30 percent complete in two years, 29 percent to 39 percent complete in three years, and 31 percent to 42 percent complete in four years. Niagara reported that 41.6 percent of A.A. and A.S. degree recipients complete their degrees in two years, while 58.4 percent took three years. Genesee indicated that "realistic goals for this population could be established state-wide and institutionally and cooperative degree programs expanded if needed, increasing the 'thru-put' of community college arts and science students into baccalaureate and professional programs if this is a high priority system-wide."

Schenectady and Sullivan reported no changes evident at their campuses in the time to completion of degree for A.A. and A.S. degree recipients but gave no time. Clinton and Finger Lakes, once again, indicated no statistics available at the present time but that tracking systems were being developed. Mohawk Valley reported "no data to add to existing data from SUNY," and Adirondack reflected a different interpretation of time to degree completion by indicating that "most students graduate on time when they transfer to parallel programs."

Cayuga, Clinton, Hudson Valley, Jefferson, and Monroe commented that many students transfer prior to the completion of their degrees. Broome, Columbia-Greene, and Rockland made no mention of time to degree completion in their responses.

Transfer Rates

Six of the 16 responding community colleges reported transfer rates as follows:

Cayuga	nearly 50 percent
Columbia Greene	37 percent
Finger Lakes	60 percent
Jefferson	67 percent for A.A./A.S. 63 percent overall
Monroe	41 percent
Niagara	61.3 percent in 1991 65.1 percent in 1992

Monroe indicated that almost two-thirds of these graduates transfer to local institutions. The locality of transfer was also noted by Clinton and Sullivan who, although they gave no transfer rate, did indicate that the large majority of their transfers go to one nearby SUNY College. . .Plattsburgh for Clinton and New Paltz for Sullivan. The other eight campuses from which no rates were indicated were Adirondack, Broome, Genesee, Hudson Valley, Mohawk Valley, Jamestown, Rockland, and Schenectady. Schenectady and Sullivan, once again, indicated no significant change from past rates. Mohawk Valley reiterated that they had "no data to add;" and Jamestown reported numbers of graduates transferring. . .204 in 1989-90, 180 in 1990-91, and 160 in 1991-92.

SUNY vs. non-SUNY Transfers

The most frequent response from Presidents' Narratives were rates of transfer to SUNY schools. Seven colleges indicated rates of transfer to SUNY as follows:

Columbia-Greene		66 percent of total transfers
Finger Lakes		60 percent of total transfers
Hudson Valley		50 percent of total transfers
Jamestown	1992	68 percent of A.A./A.S. graduates
	1991	57 percent of A.A./A.S. graduates
	1990	70 percent of A.A./A.S. graduates
Jefferson		75 percent of all graduates
Monroe	1992	49 percent of A.A./A.S. grads
	1991	54 percent of A.A./A.S. grads
Niagara	1992	51.6 percent of all graduates
	1991	51.5 percent of all graduates

Columbia-Greene and Niagara also provided comparative rates of transfer to non-SUNY schools as follows:

Columbia-Greene		34 percent of all graduates 22 percent to private in-state 12 percent to out-of-state
Niagara	1992	13.4 percent of all graduates
	1991	10 percent of all graduates

Schenectady, once again, indicated no change in rates, but did not indicate any rate.

In the next most frequent response, Broome, Genesee, Jefferson, Rockland, and Sullivan described students transferring to SUNY as having "little or no difficulty." Rockland and Sullivan indicated specific SUNY campuses where transfer was especially positive. . . Albany and New Paltz for Rockland and New Paltz for Sullivan. Rockland also indicated that SUNY "is not the most popular choice" of their graduates and that there had been no need for their students to participate in the transfer guarantee program in spring 1993.

Cayuga also commented that many of their graduates transfer to non-SUNY schools and that, from their perspective, it was easier to transfer to a non-SUNY school in terms of students being accepted into the program of their choice with full junior standing. Mohawk Valley concurred with this perspective, describing the situation as "our better students consistently find a more welcoming and easier transfer to non-SUNY institutions, particularly in engineering and business."

Adirondack and Hudson Valley indicated that students with 2.5 GPA's and above are accommodated within the SUNY system, while Adirondack and Jefferson described the SUNY transfer guarantee program as successful with students having GPA's of 2.0 to 2.5. Adirondack commented that the transfer guarantee "needs to be expanded to some A.A.S. programs with high transfer rates," and that transfer to non-SUNY schools has been "excellent." Clinton did not comment on SUNY vs. non-SUNY transfer.

Specific Problems Encountered

No specific problems were described by five of the sixteen responding community colleges (Clinton, Columbia-Greene, Finger Lakes, Schenectady, and Sullivan). The specific problems encountered by the other eleven community colleges in placing their graduates into SUNY four-year schools when SUNY was the student's first choice fell into three general categories: enrollment process problems, program articulation problems, and the problem of program availability (Jefferson – Physical Therapy). Enrollment process problems include GPA requirements, unpredictability of January admission (HVCC), low registration priority assigned to transfer students, and decreasing access for A.A.S. degree holders (Monroe). Program articulation problems include changing and highly prescriptive degree requirements, varied acceptability of courses granted transfer credit, and lack of general program articulation.

The most frequently described enrollment process problem was that of GPA requirements for admission which prevented students from attending either the college of their choice or the program of their choice. Adirondack noted that "the university centers and some programs require very high averages, 3.0+," while Monroe commented that "anecdotal evidence from the office of transfer and placement suggests that transfer opportunities for graduates with average or slightly above average grades are increasingly limited in terms of gaining admission to SUNY programs of their first choice."

Jefferson, Genesee, and Hudson Valley indicated that students may be granted admission to SUNY four-year schools, but not to the programs of their choice, placing them in a position of having to choose between the schools of their choice and the programs of their choice. Hudson Valley commented that this often happens when a student's GPA is below 2.5. Cayuga also reported students having difficulty entering programs of their choice, but attributed the difficulty to differing GPA standards for native and transfer students.

On separate but related GPA issues, Jamestown indicated that some four-year campuses do not honor the "overall 2.0 GPA," and Hudson Valley reported that "the same programs at different schools have different entrance (GPA) requirements, and different programs at the same school have different entrance (GPA) requirements." Such variety across four-year campuses often makes information seeking difficult and complex, but extremely important for the student, parent, or counselor who wishes to predict the likelihood of success of any transfer applicant.

With respect to low registration priority being assigned to transfer students, Cayuga reported that degree completion and commuting were made difficult, while Genesee indicated that transfers encounter a large number of closed courses, "especially those which are needed for graduation." Rockland commented on students' inability to enroll in "needed junior-level courses."

The most frequently described program articulation problem was that of degree requirements at SUNY four-year schools which hindered the transfer process. Adirondack noted changing degree requirements "especially in general education and education certification requirements," while Broome and Genesee reported highly prescriptive degree requirements in the same two academic areas. Genesee commented that such requirements often necessitated students "completing substantial general education requirements at receiving institutions despite completion at the community college level."

Variations in the acceptability of courses for transfer credit were noted by Hudson Valley and Niagara. Hudson Valley described "variations across programs at the same campus and across the same programs at various campuses" while Niagara commented on variations in the same programs at various campuses and variations in the same programs over time. Lack of junior standing was described by Cayuga as a "disadvantage" to students in financial aid counseling, and the absence of general program articulation was noted as important to A.A.S. graduates by Monroe.

Cayuga summarized their remarks concerning specific problems with the following: "In general, the problems that exist with transfer have been the same for decades. Real effort is needed to make the necessary changes in this area. While we have seen a much more cooperative and respectful attitude on the part of one of our main transfer institutions (Oswego), some others have been slow in responding to the need for change in their policies on transfer students." This comment represents well the tenor of many of the presidents' responses related to the issues of student transfer and program articulation.

THE EVOLUTION OF POLICIES PERTAINING TO THE TRANSFER OF STUDENTS

WITHIN THE STATE UNIVERSITY OF NEW YORK

On November 29, 1972 the Board of Trustees of the State University of New York (SUNY) adopted a transfer policy, effective fall 1974, intended to guarantee to New York state residents who possessed Associate in Arts (A.A.) or Associate in Science (A.S.) degrees from SUNY two-year colleges opportunities to continue their education at baccalaureate campuses within SUNY on a full-time basis with junior-level standing. The same policy statement indicated that "this guarantee will be extended to every such graduate who possesses an Associate in Applied Science degree as rapidly as appropriate existing programs are expanded, and new programs developed" (SUNY, 1973, p. 1).

The values underlying this policy statement include the following:

- SUNY is a system of postsecondary education consisting of a variety of two- and four-year campuses designed to serve the residents of New York state as a system.
- Students who begin their study on any of the two-year campuses and achieve satisfactorily have the right to continue to seek education within the SUNY system commensurate with their interests and achievements.
- The two-year colleges will become increasingly the entry point into the SUNY system for students.
- Baccalaureate degree-granting colleges will serve increasingly greater proportions of upper-division students, by moving toward a 40:60 percent ratio between lower and upper division students.
- Transfer of students before the completion of the associate degree is discouraged except where inter-campus programs prescribe such transfer.
- The successful completion of coursework entitling students to the A.A. or A.S. degree also entitles students to full-junior standing in a program at a baccalaureate campus.
- Transfer students who have earned the A.A. or A.S. degree will be provided with the same opportunities for financial aid available to other new and continuing students at the baccalaureate campus.

It is clear that the expected impact of the transfer policy was that all New York state resident graduates of SUNY two-year campuses holding A.A. or A.S. degrees who wished to continue their education at senior SUNY campuses would be able to do so, and that they would be treated equitably with junior-level continuing students. Less clear, but nevertheless inherent in the policy as adopted, was the expectation that the baccalaureate campuses at which students would be able to continue their education might not be those of the students' choices; nor would the programs be those of the students' choices. In a more global sense, it was also expected that SUNY would work as a multi-level system to serve New York state residents, and that the benefits of the transfer guarantee would be extended to holders of the A.A.S. degree at some time in the future.

The actual impact of the 1972 transfer policy fell somewhat short of these expectations as noted by Chancellor Clifton R. Wharton in his March 26, 1980 memorandum to the Board of Trustees when he stated:

> *I know that the Trustees recognize that strong articulation ties exist among several State University units. However, I am also aware of your concern that many problems still are unresolved, and that the rate of progress has been slow* (Wharton, 1980, p.2).

At Chancellor Wharton's recommendation, the Board of Trustees returned to the issues of the transfer of students and the articulation of academic programs, and adopted a resolution effective fall 1982 intended to reaffirm and strengthen the 1972 transfer policy. In particular, the March 1980 policy referred to "parallel" academic programs, and reiterated the intent that A.A. and A.S. graduates should be able to attend full-time, be accorded full-junior standing in "parallel programs," and be given the opportunity to complete the baccalaureate degree requirements in these programs in four additional semesters of full-time study. In addition, the policy authorized the "Chancellor, or his designee" to take the necessary actions to assure that individual campuses established "appropriate administrative and academic procedures" to implement the policy (Wharton, 1980. p. 1).

The values underlying the 1980 transfer policy were the same as those on which the 1972 policy had been based plus the following:

- Some strong articulation ties exist among some units of SUNY.
- Many problems pertaining to the transfer of students and the articulation of academic programs are unresolved.
- The 1972 transfer policy needs reaffirmation and strengthening.
- Campus presidents have the responsibility for resolving the problems, and implementing the policy with the assistance of the Council of Presidents, if necessary.
- SUNY's Office of Academic Programs, Policy and Planning has information concerning campus procedures and existing articulation agreements that campus presidents may find helpful.

The expected impact of the 1980 transfer policy was that the 1972 transfer policy would be implemented, and that campus presidents would take an active role in the resolution of problems and the development of articulation agreements. Further, the expectation was that the Council of Presidents would play a mediating role to assist campus presidents in their efforts, and that SUNY's Office of Academic Programs, Policy and Planning would also assist campus presidents when requested to do so.

The actual impact of the 1980 transfer policy was described from the perspective of Acting Chancellor Jerome B. Komisar in his June 24, 1987 memorandum to the Board of Trustees as follows:

> *The principal effect of the 1980 resolution was to improve integration of program majors, allowing students to take appropriate lower division components in a field or discipline at a two-year institution and then to transfer to another university campus, completing their baccalaureate program with two additional years of academic work. The 1980 policy has greatly facilitated student transfers between two- and four-year institutions of State University with regard to major programs* (Komisar, 1987, p.2).

Having said this, Komisar indicated that unresolved problems existed related to the inequality of admissions requirements of upper-division majors for transfer and continuing students, and the evaluation of credit for coursework outside the major, and for general education courses. To address these issues, he recommended and the Board of Trustees passed a transfer and articulation policy on June 24, 1987 for implementation in fall 1988.

The intent of this transfer and articulation policy was to reaffirm and strengthen the transfer policy statements of November 1972 and March 1980 which stated SUNY's "commitment to upper-division access for graduates of State University of New York two-year institutions" (Komisar, 1987, p.1). Further, the intent was to grant "full transfer credit" for general education courses successfully completed at the two-year campus to two-year college graduates when they enrolled in parallel programs at baccalaureate campuses, and to ensure that two-year college graduate transfer students were treated equitably with continuing students, with respect to admissions requirements for upper-division majors and access to such services as financial aid, housing, advisement, and registration.

The June 1987 transfer and articulation policy departed from the November 1972 and March 1980 transfer policies in several important ways:

- It was written in gender neutral language.
- It was called a transfer and articulation policy.
- It referred to SUNY's commitment to upper-division access for two-year college graduates, and made no mention of the specific degrees attained by these graduates.

It is clear that the following values on which the previous policies were based were, once again, the basis for the current policy:

- SUNY is a system of postsecondary education consisting of a variety of two- and four-year campuses designed to serve the residents of New York state as a system.
- Students who begin their study on any of the two-year campuses and achieve satisfactorily have the right to continue to seek education within the SUNY system commensurate with their interests and achievements.
- Many problems pertaining to the transfer of students and the articulation of academic programs are unresolved. It is also clear that several additional values affected the 1987 policy statement.
- All graduates (associate degree holders) of SUNY two-year campuses will be covered by the transfer guarantee previously extended only to those graduates holding the A.A. and A.S. degrees.
- Curricular articulation is an important factor in the successful transfer of students.
- Transfer students will not be required to repeat courses similar in content to those successfully completed on the two-year campus.

It is also clear that several additional values affected the 1987 policy statement:

- All graduates (associate degree holders) of SUNY two-year campuses will be covered by the transfer guarantee previously extended only to those graduates holding the A.A. and A.S. degrees.
- Curricular articulation is an important factor in the successful transfer of students.
- Transfer students will not be required to repeat courses similar in content to those successfully completed on the two-year campus.

Values concerning the role of two-year colleges as entry points to the university, an increasing proportion of upper-division students at baccalaureate campuses, and the discouragement of transfer prior to the completion of the associate degree are not reflected in the 1987 transfer and articulation policy. It is unclear what the intent of the 1987 policy statement was with respect to these values.

The expected impact of the 1987 transfer and articulation policy was described by the Vice Chancellor for Academic Programs, Policy and Planning Sherry H. Penney in her August 24, 1987 *Memorandum to Presidents*:

> *. . .to ensure that SUNY students who begin their study at the two-year campuses and then transfer for upper-division work at one of our senior campuses are offered an integrated educational experience"* (Penny, 1987, p.1).

It is impossible to assess the actual impact of the 1987 transfer and articulation policy from the next generation of policy statements and *Memorandum to Presidents* related to the transfer of students and the articulation of academic programs. Provost Joseph C. Burke in his November 19, 1990 *Memorandum to Presidents* describes the motivation for the current policy as reflecting *"the university's commitment to articulation by reaffirming, extending, and strengthening its existing policies on transfer and articulation"* and notes the incorporation of all transfer policies into one document (Burke, 1990, p.1).

The "Background" section of the policy statement summarizes the intent of each of the three previous policy statements, but fails to mention that the third (1987) policy extended the transfer guarantee to all graduates of SUNY two-year colleges. It then describes the intent of the additional proposals as follows:

- To extend the university's transfer policy to A.A. and A.S. graduates of the City University of New York;
- To give priority consideration in the enrollment planning by baccalaureate campuses to graduates with A.A. and A.S. degrees from SUNY and CUNY over other transfers;
- To ensure that academic decisions on admissions for such transfer students are based solely on their previous collegiate record;
- To charge baccalaureate institutions to pay particular attention to applications from A.A. and A.S. graduates from their region who may be unable to relocate to other parts of the state;
- To encourage baccalaureate campuses and two-year colleges of SUNY to maintain and expand their many agreements across the state, and to be especially concerned for place-bound students by having institutions in close geographical proximity expand articulation agreements and, where appropriate, establish joint admissions agreements;
- To ensure that SUNY baccalaureate campuses continue to provide access for transfer graduates throughout the state;
- To reaffirm that SUNY will provide access to first-time students at both its baccalaureate and its two-year campuses;
- To ensure that the current transfer opportunities which exist for SUNY A.A.S. degree holders are not diminished in any way by these policies; and
- To provide guidelines for the transfer policy to ensure its effective implementation (Johnstone, 1990, p.4).

The values underlying this current policy are obviously similar to those of the previous policies in terms of SUNY serving the residents of New York state as a multi-level system of postsecondary education and the commitment of the university to continue to resolve the myriad issues related to the transfer of students and the articulation of academic programs. In addition, the current policy clarifies the existence of the following values concerning the role of two- and four-year campuses as entry points to the university, and the importance of upper-division students on baccalaureate campuses:

- Two- and four-year campuses will serve as entry points for first-time students.
- Baccalaureate campuses will give priority in their enrollment planning to A.A. and A.S. degree holders from SUNY and CUNY.

In addition, the following new values are reflected in the current policy:

- The City University of New York (CUNY) is recognized as part of the multi-level public system of postsecondary education designed to serve the residents of New York state.
- Units within SUNY and CUNY will collaborate to serve the residents of New York state.
- SUNY baccalaureate campuses will make special efforts to serve the educational needs of New York state residents from the region in which they are located who are unable to relocate.
- Two-year and baccalaureate campuses of SUNY will collaborate regionally as well as state-wide to meet the educational needs of residents of New York state.
- Admissions decisions for transfer students will be based entirely on their academic records.
- Transfer opportunities in existence for SUNY A.A.S. degree holders will not be diminished.

The expected impact of the 1990 transfer policy includes changes in the enrollment planning process at baccalaureate campuses, increased program articulation, and joint admissions agreements among campuses in the same geographic region, the establishment of a transfer and articulation committee, the establishment of specific implementation procedures and timetables, and periodic reports to the Board of Trustees concerning the implementation of the policy and the issue of "access to baccalaureate campuses for both first-time and transfer students" (Guidelines, p.1).

The actual impact of the 1990 transfer policy is assessed and is addressed elsewhere in this report.

STATE UNIVERSITY OF NEW YORK

STATE UNIVERSITY PLAZA
ALBANY, NEW YORK 12246
(518) 443-5355

D. BRUCE JOHNSTONE, Chancellor

September 27, 1990

To: The Board of Trustees

From: D. Bruce Johnstone DBJ

Subject: Reaffirmation and Extension of the State University Board of Trustees' Transfer Policy

I recommend that the Board of Trustees adopt the following resolution:

> Whereas this Board by Resolution 72-302 adopted November 29, 1972, established a transfer policy guaranteeing graduates with Associate in Arts (A.A.) and Associate in Science (A.S.) degrees from two-year State-operated and community colleges within State University of New York (SUNY) an opportunity to continue their education on a full-time basis at State University baccalaureate campuses and by Resolutions 80-53 and 87-114, adopted March 26, 1980 and June 24, 1987, respectively, further extended this policy to provide, among other things, that such students be accorded full junior status and credit transfer for general education courses; and
>
> Whereas the University's transfer policy has served well SUNY's goal and mission of providing full access to the State's citizens to higher education and in order to renew and strengthen the University's commitment to the goals underlying this policy, it is desirable to reaffirm and extend the policy by making further provisions regarding its implementation; now, therefore, be it
>
> Resolved that the principles constituting the transfer policy of State University of New York as outlines in Resolutions 72-302, 80-53, and 87-114 be, and hereby are, reaffirmed as follows:
>
> 1. New York State residents who are graduates of a State University two-year college, including the community colleges operating within the program of the University, and who possess an A.A. or A.S. degree, shall be guaranteed an opportunity to continue their education on a full-time basis at a baccalaureate campus of the University; and

2. Graduates of two-year colleges within SUNY with an A.A or A.S. degree, when accepted in parallel programs at baccalaureate campuses of the University, shall be accorded full junior status and be given the opportunity to complete the requirements for a bachelor's degree within four additional semesters of full-time work; and

3. Graduates of two-year colleges within SUNY, when accepted with junior status within parallel programs at baccalaureate campuses of the University, shall be granted full credit for general education courses taken and not be required to repeat successfully completed courses with similar curricular content; and

4. Only those admissions requirements to institutions or to particular programs applicable to continuing and returning students shall be applied to SUNY A.A. and A.S. transfer students; and

5. These transfer students shall be accorded, as far as possible, opportunities in areas such as housing, advisement and registration comparable to those of returning and continuing students; and, be it further

Resolved that, beginning with the fall of 1991, the following additional principles shall pertain in the implementation of SUNY's transfer policy:

1. New York State residents who are graduates of a City University two-year college, and who possess an A.A. or A.S. degree, shall be guaranteed the same opportunity to continue their education on a full-time basis at a baccalaureate campus of the University as is accorded graduates from SUNY two-year colleges;

2. Baccalaureate campuses of SUNY in their enrollment planning shall give priority to A.A. and A.S. graduates of State University and City University of New York over other transfers;

3. Academic decisions on admissions for such transfer students shall be based solely on their previous collegiate record;

4. Baccalaureate campuses in making these admissions' decisions shall pay particular attention to applications from A.A. and A.S. transfer students from their region who cannot relocate to another part of the State;

5. Baccalaureate campuses and two-year colleges of SUNY are encouraged to maintain and expand their many agreements across the State and to be especially concerned for placebound students by having institutions in close geographical proximity expand articulation agreements and, where appropriate, establish joint admission agreements; and, be it further

Resolved that these policy extensions to address placebound transfer students do not diminish the expectation that SUNY baccalaureate campuses shall continue to provide access for A.A. and A.S. graduates from two-year colleges throughout the State; and, be it further

Resolved that the Board reaffirms its intention that SUNY shall continue to provide access to first-time students at both its baccalaureate campuses and its two-year colleges; and be it further

Resolved that nothing contained in these policies is intended to diminish in any way the current transfer opportunities which exist for SUNY A.A.S. degree holders; and, be it further

Resolved that the document entitled "Guidelines for the State University of New York Transfer Policy" dated September 27, 1990, (copy on file in the Office of the Secretary of the University) be, and hereby is, approved by the Chancellor, or designee, be, and hereby is, authorized to amend and supplement said guidelines from time to time, in such manner as shall be determined to be appropriate.

Background

The Board of Trustees has long supported transfer between two- and four-year institutions and has passed no less than three transfer policies. The first, adopted on November 29, 1972, guaranteed a New York State resident graduating from a State University of New York two-year college with an A.A. or A.S. degree an opportunity to continue his or her education on a full-time basis at a baccalaureate campus.

The second policy, adopted on March 26, 1980, provided that graduates, when accepted in parallel programs at baccalaureate campuses of the University, would be afforded full junior standing and would be given the opportunity to complete the requirements for a bachelor's degree within four additional semesters of full-time work. The principal effect of this resolution was to improve integration of program majors between two-year and baccalaureate campuses.

The third, adopted on June 24, 1987, provided that A.A. and A.S. graduates be granted full credit transfer for general education courses taken and not be required to repeat successfully completed courses with similar curricular content. The resolution required that transfer students be obliged to meet only those admissions' requirements to institutions or to a particular program applicable to continuing and returning students. Further, the resolution required that transfer students be accorded, as far as possible, opportunities in areas such as housing, advisement and registration comparable to those of continuing and returning students.

The additional proposals before the Board build upon the transfer guarantees included in the Board policies of 1972, 1980, and 1987. Their purposes are summarized as follows:

- To extend the University's transfer policy to A.A. and A.S. graduates of the City University of New York;

- To give priority consideration in the enrollment planning by baccalaureate campuses to graduates with A.A. and A.S. degrees from SUNY and CUNY over other transfers;

- To ensure that academic decisions on admissions for such transfer students are based solely on their previous collegiate record;

- To charge baccalaureate institutions to pay particular attention to applications from A.A. and A.S. graduates from their region who may be unable to relocate to other parts of the State;

- To encourage baccalaureate campuses and two-year colleges of SUNY to maintain and expand their many agreements across the State and to be especially concerned for placebound students by having institutions in close geographical proximity expand articulation agreements and, where appropriate, establish joint admission agreements;

- To ensure that SUNY baccalaureate campuses continue to provide access for transfer graduates throughout the State;

- To reaffirm that SUNY will provide access to first-time students at both its baccalaureate and its two-year campuses;

- To ensure that the current transfer opportunities which exist for SUNY A.A.S. degree holders are not diminished in any way by these policies; and

- To provide guidelines for the transfer policy to ensure its effective implementation.

A copy of the "Guidelines for the State University of New York Transfer Policy" is provided as Attachment I. As a supplement to the guidelines, the Central Administration Office of Access Services will promulgate detailed implementation procedures (Attachment II).

BEST COPY AVAILABLE

Guidelines for the State University of New York Transfer Policy

1. The annual enrollment planning process administered by the Office of Institutional Research and Planning shall be used to implement the transfer policies of the Board in the following ways:

   - Each year SUNY two-year colleges shall estimate the number and type of associate degrees they expect to grant and the academic programs of their anticipated graduates in order to assist SUNY baccalaureate campuses, especially those in the same region, in planning for transfer enrollments;

   - Each year SUNY baccalaureate campuses shall use this information in allocating a reasonable number of new student places between transfers and first-time students;

   - The annual enrollment plans of the baccalaureate campuses shall estimate the number of transfer places anticipated for A.A. and A.S. graduates from SUNY and CUNY; and

   - In the creation of enrollment plans, baccalaureate campuses shall be particularly sensitive to applications from placebound A.A. and A.S. graduates, especially into impacted academic programs with enrollment limits.

2. Campuses in close proximity are expected to continue to develop and expand the range of articulation and joint admissions agreements.

3. The Chancellor shall appoint a Transfer and Articulation Committee, composed of Central Administration officials and two- and four-year campus presidents. The Committee shall review the enrollment experiences of SUNY baccalaureate campuses and make recommendations to the Chancellor to ensure the effective implementation of the policies on transfer. These recommendations should include, if necessary, proposals for funded enrollment increases for possible inclusion in the University's budget request for the following year to ensure access for transfer and first-time students.

4. As a supplement to these guidelines, the Office of Access Services in Central Administration shall promulgate detailed implementation procedures (Attachment II) which will provide time frames which students must follow to take advantage of this policy, and the steps the campuses and Central Administration must take in carrying it out.

5. The Chancellor, or designee, shall report periodically to the Board of Trustees on implementation of these transfer policies and on the critical issue of access to baccalaureate campuses for both first-time and transfer students.

SUNY AA/AS Transfer Guarantee Policy Implementation Procedure

1. In order to be eligible under the AA/AS transfer guarantee, applicants must have on file in the baccalaureate campus admissions office, completed SUNY application material and a two-year college transcript representing the equivalent of at least three semesters of completed study by February 15 for fall admission, and October 15 for spring admission. [NOTE: In order to meet these deadlines, applicants must submit an application to the SUNY Application Processing Center no later than February 1 for the fall term, and October 1 for the spring term.]

2. Baccalaureate campuses must report to the SUNY Application Processing Center the admissions' decisions of all AA/AS graduates eligible for the transfer guarantee by March 1 for fall semester and November 1 for spring applicants. [NOTE: The campus communication of these students would be either a letter of acceptance or a letter that would inform them of forthcoming guaranteed access to a campus within the region.]

3. By March 15 for the fall semester and November 15 for the spring term, the Application Processing Center will identify, to the campus admission directors in the coordinating areas, the unduplicated AA/AS candidates from within those areas who were not admitted to the original baccalaureate choices.

4. Admission directors in each coordinating area will meet to determine which baccalaureate campuses will admit which AA/AS candidates from two-year colleges in their area. Candidates must be notified by the accepting campus by April 1 for fall semester, and December 1 for spring semester.

5. Campuses must report the results of the transfer guarantee decision process to the Application Processing Center by April 15 for the fall and spring terms respectively.

6. The four coordinating areas referred to in these procedures are illustrated in Appendix A.

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State University of New York

Memorandum to Presidents

Date: August 24, 1987 Vol. 87 No. 9

From: Office of the Vice Chancellor for
Academic Programs, Policy and Planning

Subject: Transfer and Articulation Policy

To: Presidents, State University of New York

The State University Board of Trustees on June 24, 1987, adopted a policy which represents another step to ensure that SUNY students who begin their study at the two-year campuses and then transfer for upper-division work at one of our senior campuses are offered an integrated educational experience.

University policy, as outlined in Resolution 87-114 (copy attached), now provides that, beginning in September 1988, graduates of two-year colleges within the State University of New York, when accepted with junior status within parallel programs at SUNY baccalaureate campuses, are to be granted full transfer credit for general education courses already taken and are not to be required to repeat successfully-completed courses with similar curricular content. The policy also provides that, as far as possible, transfer students be treated in the same manner as continuing and returning students at the senior colleges with respect to academic services and accommodations.

For some campuses, implementing this new policy will be a relatively simple matter. Others may find it necessary to make major modifications in some campus policies and procedures. I urge that, beginning this fall, you assess the impact of this policy change on the way your campus deals with transfer students who have completed degrees at the two-year colleges and make plans to carry out the Board's mandate so that necessary changes will be in place when the Fall 1988 semester begins. This resolution originated with the University Faculty Senate and the Faculty Council of Community Colleges, and it is anticipated that campus faculty will be supportive of these changes and helpful in carrying them out.

A brief report describing how each campus will implement this resolution will be requested by this office at the end of the 1987-88 academic year. If you have any questions regarding this resolution, please do not hesitate to call me.

Sherry H. Penney

Attachment

This memorandum addressed to:

Presidents, State-operated Campuses
Presidents, Community Colleges
Deans, Statutory Colleges

Copies for information sent to:

President Coll
Vice Provost Nesheim

State University of New York
State University Plaza
Albany, New York 12246

Office of the Chancellor

Resolution #87-114

MEMORANDUM

June 24, 1987

To: The Board of Trustees

From: Jerome B. Komisar, Acting Chancellor JBK

Subject: Transfer and Articulation Policy

I recommend that the Board of Trustees adopt the following resolution:

> Whereas by Resolution 72-302, adopted November 29, 1972, this Board established a transfer policy guaranteeing graduates of two-year State-operated and community colleges within the State University of New York an opportunity to continue their education on a full-time basis at State University campuses; and
>
> Whereas by Resolution 80-53, adopted March 26, 1980, this Board extended its transfer policy to provide that graduates of two-year colleges within the State University of New York, when accepted in parallel programs at baccalaureate campuses of the University, be accorded full junior status and given the opportunity to complete the requirements of the bachelor's degree within the additional semesters of full-time work required of continuing and returning students; and
>
> Whereas this Board now wishes to reaffirm and strengthen its commitment to upper-division access for graduates of State University of New York two-year institutions; now, therefore, be it
>
> Resolved that beginning with the fall semester of 1988, graduates of two-year colleges within State University of New York, when accepted with junior status within parallel programs at baccalaureate campuses of the University, will be granted full transfer credit for general education courses taken and will not be required to repeat successfully completed courses with similar curricular content; and, be it further

Resolved that only those admission requirements to institutions or to particular programs applicable to continuing and returning students shall be applied to such transfer students; and, be it further

Resolved that such transfer students shall be accorded, as far as possible, opportunities in areas such as housing, advisement and registration comparable to those accorded to continuing and returning students; and, be it further

Resolved that the Chancellor, or designee, be, and hereby is, authorized to take steps necessary to assure that the campuses establish appropriate administrative and academic procedures beginning with the fall semester of 1988 to ensure implementation of this policy.

Background

On November 29, 1972 the Board of Trustees of the State University of New York adopted a transfer policy guaranteeing a New York State resident graduating from a State University of New York two-year college with an Associate in Arts or an Associate in Science degree an opportunity to continue his or her education on a full-time basis at a senior campus. The Board also expressed its intention that the guarantee be extended as rapidly as appropriate to every such graduate with an Associate in Applied Science degree.

On March 26, 1980, the Board of Trustees adopted a resolution reaffirming the 1972 action and strengthening that policy. The 1980 resolution provided that graduates of two-year colleges within State University of New York, when accepted in parallel programs at baccalaureate campuses of the University, would be accorded full junior standing and would be given the opportunity to complete the requirements for a bachelor's degree within four additional semesters of full-time work. The principal effect of the 1980 resolution was to improve integration of program majors, allowing students to take appropriate lower division components in a field or discipline at a two-year institution and to then transfer to another University campus, completing their baccalaureate program with two additional years of academic work.

The 1980 policy has greatly facilitated student transfers between two and four year institutions of State University with regard to program majors. Obstacles to transfer have arisen, however, with respect to general education requirements and admission criteria. The proposed resolution seeks to assure the transfer of credit for general education courses and for courses outside the major, as well as those within the major. This resolution expresses the intent of the Board that transfer students not be required to repeat courses with essentially the same content, objectives and outcomes, and not be asked to meet more stringent requirements for entry to upper-division majors than are required of students who began their education at the four-year institution.

This proposal was the subject of a joint resolution adopted by the Faculty Senate and the Faculty Council of Community Colleges in 1986. The proposal also has the support of the Council of Presidents, the Vice Presidents for Academic Affairs, the Chancellor's Committee on Transfer and Articulation and the Offices of Academic Programs and Commmunity Colleges.

344 11

State University of New York
State University Plaza
Albany, New York 12246

Office of the Chancellor

MEMORANDUM

March 26, 1980

To: The Board of Trustees

From: Clifton R. Wharton, Jr. CRW

Subject: Transfer Policy

I recommend that the Board of Trustees adopt the following resolution:

> Whereas by Resolution 72-302, adopted on November 29, 1972, the Board established a transfer policy which guaranteed graduates of two-year colleges within the University an opportunity to continue their education on a full-time basis at State University senior campuses; and
>
> Whereas it is desirable to reaffirm and strengthen that policy; now, therefore, be it
>
> Resolved that beginning with the fall semester of 1982, graduates of two-year colleges within State University of New York, when accepted in parallel programs at baccalaureate campuses of the University, will be accorded full junior standing and be given the opportunity to complete the requirements for a bachelor's degree within four additional semesters of full-time work; and, be it further
>
> Resolved that the Chancellor, or his designee, be and hereby is, authorized to take steps necessary to assure that the campuses establish appropriate administrative and academic procedures to ensure implementation of the policy.

Background

On November 29, 1972, the Board of Trustees of the State University of New York adopted the following Transfer Policy statement:

> "Resolved that a New York State resident who is a graduate of a State University of New York two-year college, including the community colleges operating within the program of the University, and who possesses an Associate in Arts or Associate in Science degree, shall be guaranteed an opportunity to continue his education on a full-time basis at a senior campus of the University by the fall of 1974; Chancellor authorized to develop and promulgate procedures for the implementation of this policy; and, be it further
>
> Resolved that this guarantee will be extended to every such graduate who possesses an Associate in Applied Science degree as rapidly as appropriate existing programs are expanded and new programs developed."

I know the Trustees recognize that strong articulation ties exist among several State University units. However, I am also aware of your concern that many problems still are unresolved and that the rate of progress has been slow. To ensure full implementation of the 1972 policy I believe that it needed to be reaffirmed and strengthened, and restated to assure that all units of the University work together in a concerted fashion to strengthen appropriate channels of articulation. This restatement of the transfer policy, together with an implementation date and provision for the establishment of appropriate administrative and academic procedures, is in the foregoing resolution.

Revised
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State University of New York
99 Washington Avenue
Albany, New York 12210

Office of the Chancellor

November 29, 1972

MEMORANDUM

To: The Board of Trustees

From: Ernest L. Boyer

Subject: Transfer Policy

I recommend that the Board of Trustees adopt the following resolution:

> Resolved that a New York State resident who is a graduate of a State University of New York two-year college, including the community colleges operating within the program of the University, and who possesses an Associate in Arts or Associate in Science degree, shall be guaranteed an opportunity to continue his education on a full-time basis at a senior campus of the University by the Fall of 1974; Chancellor authorized to develop and promulgate procedures for the implementation of this policy; and, be it further
>
> Resolved that this guarantee will be extended to every such graduate who possesses an Associate in Applied Science degree as rapidly as appropriate existing programs are expanded and new programs developed. (72-302)

Background

On September 28, 1971, the Trustees directed the campuses to develop regional plans and procedures for guaranteeing transfer opportunities for AA and AS graduates of the University's two-year colleges. On the basis of those plans, the Council of Presidents has formulated the above policy on transfer admissions. Since the policy was developed by State University Presidents, it is confined to transfer within the State University of New York. It is not intended to exclude other transfer opportunities. Transfer agreements between the

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independent colleges and State University institutions must be worked out with the participation of representatives of the independent colleges. The Presidents of each Coordinating Area of the University are, therefore, urged to consider appropriate transfer opportunities with their independent college colleagues as early as possible.

The policy will be implemented in accordance to the following procedures:

1. During the fall term of each academic year, each college offering an Associate degree program will survey its prospective graduates to determine their post graduate education plans. The results of such a survey will be reported to the Office of Institutional Research after which the Vice Chancellor for University-wide Services will inform the senior campuses of the potential number of students who may be expected to seek admission as transfer students.

2. During the fall term of each academic year, each senior campus will report to the Vice Chancellor for University-wide Services the number of transfer spaces (by program) expected to be available in the next succeeding fall term.

3. It shall be the responsibility of the individual two-year graduate, seeking to transfer under this policy, to apply to the institution(s) of his or her choice where a program appropriate to his or her educational purposes and interests is available. Such an applicant is not limited to any single regional location.

4. If an applicant cannot achieve transfer on his or her own initiative, he or she may request that the Admissions Referral Center assist in effecting a satisfactory transfer.

5. If the Admissions Referral Center is unsuccessful in effecting a satisfactory transfer, the applicant then becomes a charge of the Presidents of the senior campuses in the Coordinating Area in which the student obtained the degree. The Presidents will assure that the guarantee is fulfilled and may use one of the following:

(a) Admission to a senior campus in the area

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(b) Negotiated admission to a senior campus in another area

(c) Negotiated deferred admission

(d) Admission to an extension program on an interim basis

(e) Admission to an affiliated private college on a contract basis (if the option is available)

6. In order to be guaranteed admission, the student should submit his application, transcripts and other supporting papers to a senior campus of the State University of New York no later than the deadline dates as announced each year. Furthermore, the student must apply to the State University of New York Admissions Referral Center no later than the deadline date announced for this service each year.

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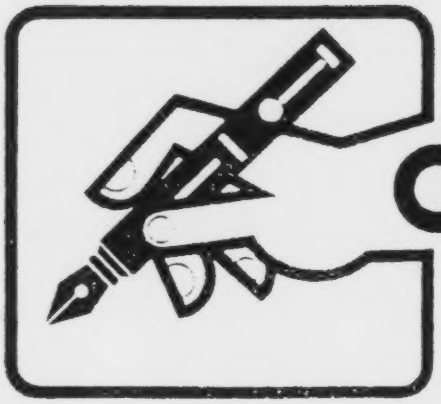

COLLEAGUE

An annual collection of articles on academic and administrative issues facing community colleges of the State University of New York

THE BUSINESS OF TEACHING

(An Address to the Faculty--August 25, 1986)

by
Marvin J. Feldman
President
Fashion Institute of Technology

As is my habit, I've spent much of the summer brooding about the future of F.I.T. Let me begin by repeating, as a context for any critical observations, that F.I.T.--thanks almost entirely to our remarkable faculty--has become the outstanding institution in its field in the world. I think it would be hard to find a disinterested observer who would dispute that. But our dominance demands, as I have said so many times before, that we be more self-critical than ever before. Our archenemy is complacency.

We need to confront the fact that we are working in a much more competitive environment than ever before. We grew very fast. We were highly successful. We are highly visible. But we have no monopoly, natural or conferred, on what we do. Perhaps inspired by our pioneering, other institutions are moving aggressively into our field. There was a time when we were virtually the only place students could come for fashion design. For years we were the only institution offering work in fashion buying and merchandising. We were the first in our field to offer a two-year A.A.S. degree program with an additional two-year bachelor's degree option.

But now we have competitors in all these areas. Twenty-two institutions offer degrees in fashion design. Almost as many offer fashion buying and merchandising. A growing number of two-year institutions offer four-year options, many in the majors we offer.

This new competitive environment is making new and unfamiliar demands on us. We are even competing for a different kind of student. Forty-three percent of our full-time day students are over 20 years of age when they arrive here; sixteen percent are over 25.

We will continue our predominance only if we continue to be distinctive--unlike any other institution. We are no longer distinctive because of what we do. That day is gone forever. We must now become and remain distinctive because of how we do what we do. And, in an educational institution, that means not what we teach but how we teach.

I was surprised and chagrined to find, thumbing through the file of talks I have made to this faculty over the years, that I have not spoken to you specifically about the business of teaching for 12 years. I have spoken to you about virtually everything else under the sun except what we are here for: to teach. I want to propose that we resolve now to give our highest priority to the business of teaching.

Teaching is higher education's most central function and its most neglected. Teaching is not often talked about. It is unusual on any college campus to hear a really intelligent discussion of teaching as teaching, and a useful article about teaching is a rarity. At the various academic conferences and meetings I attend, teaching is never on the agenda. It is as if the teachers who attend these sessions take pains to disguise the fact that they are teachers.

Critic Jacques Barzun, commenting on teaching's low priority in American universities, wrote: "The highest prize in the teaching profession is an assignment that requires no teaching." This is, in part, a reaction to the content vs. method controversy in elementary and secondary education. For years there was an almost insane emphasis on teaching methods and an alarming de-emphasis on content. Teachers, carefully instructed in the techniques of teaching, confused a whole generation of students when they tried to teach subjects they knew nothing about.

The higher educators' reaction against excessive emphasis on method in pre-college education has led to an almost equally destructive neglect on the business of teaching. Every year thousands of advanced-degree holders or experienced professional practitioners in every field--humanities, literature, music, plastic arts--begin what will become lifelong careers as teachers. But most of them know next to nothing about the history of education, or about the complex and fascinating verified facts of learning, memory, and habit; or about temperamental differences in verbal and visual powers; or the literature of the psychology of perception; or anything that will help them in the immensely difficult business of imparting knowledge.

Yet we all know that teaching doesn't come naturally. The great scholar is not necessarily a good teacher. Nor is the great designer, the great marketer, or the great entrepreneur.

But we can change that at F.I.T. if we want to. The first step, I think, is simply to re-acknowledge that teaching is our central function, and second, to affirm that teaching is a perfectible pursuit. We need to remind each other that, whatever our position at F.I.T., we are all here in support of one function--teaching.

We need to de-mystify the teaching process--to expose certain stubborn myths about it. Some believe, for example, that teaching cannot be taught. William Faulkner, about to begin a spell of teaching at Princeton, said: "Nobody can teach anybody else anything."

Others try to revitalize teaching in ways that are bound to fail. There is emerging, for example, the growing evaluation cult. It seems perfectly clear to me that while evaluation may be useful for other reasons, the teaching process will not improve simply by measuring it more often and more carefully.

Critics of the teaching process often look vainly for remedies in the wrong places--new curricula, new styles of teaching, ever-more-elaborate forms of governance, or in the endless search for an indefinable relevance. Others argue alternately that helping Professors teach more effectively is unnecessary or impossible. But I believe we have only begun to explore ways to help teachers teach more effectively.

We know mainly what doesn't work. We have often tried to improve teaching by vague emotional exhortations to rededicate ourselves to the task, or by offering technical tips on how to teach, by restlessly reshuffling subject matter, and even offering prizes, as if teaching were a kind of Miss America Pageant. There is no evidence that these methods have had much effect.

What has not been done and what desperately needs to be done is to fashion a workable system of supports based on a solid framework of new relationships between teachers and their colleagues, students, administrators, and specialists in the learning process.

Some institutions have made some progress by initiating programs of assisted self-study. Some departments at F.I.T. still require an observation training period before making a faculty appointment. These programs, if they are well conducted, can dramatically increase a faculty's self-awareness about the kind of teaching they would most like to do. But this renewed self-awareness may simply reinforce frustration unless colleges create structures through which these newly-illuminated ambitions can be pursued. Such teaching programs have one or more of these elements:

1) regular, detailed observations of discussions about teaching by colleagues, visitors, specialists and students;
2) a systematic sharing of knowledge about the learning processes;
3) the establishment of a campus teaching institute to coordinate and assist these activities;
4) experiments with new methods of certifying a student's mastery of a subject which free the teacher from the traditional necessity of grading his or her own students.

Any such efforts toward reform must acknowledge certain difficulties inherent in the business of teaching. While there is a rich suggestive literature on the business of teaching, there are no certain guides to follow.

Philosopher Glenn Gray says that the main task of the teacher is to show the relevance of particular knowledge. Relevance is simple and direct if the subject is how to change a tire or rope a calf or sew a seam. But it is a formidable challenge if the subject is archeology or metaphysics or creative design.

John Stuart Mill contended that students need at least once to confront subjects with utterly no external appeal--subjects, as Aristotle said, "in which there is no natural sweetness." Jerome Bruner said it is not the task of the teacher to engage established interests in his students, but to create new ones.

Teaching has sometimes been called a performing art. Like drama or the dance, it happens and is gone. But there are special differences: Teachers almost always work alone, and, unlike other performing artists, teachers are remarkably insulated from criticism. In fact, performer/teachers usually judge or critique their audiences--it is rarely the other way around.

So, while we know that teachers draw primary satisfaction from evidence of the effectiveness of their teaching, they rarely know if they are doing well or poorly. Teachers must rely for response on an essentially captive audience. They rarely get help from trained observers and precious little from colleagues. And students, so far as I know, are never methodically trained to judge the quality of the teaching they encounter, despite the fact we ask for student evaluations each year.

A foundation-financed group which studied college teaching extensively put the matter with a cruel clarity: "Teaching not only reverses ordinary patterns of criticism, but it also occurs in a sort of pedagogical amateurs' hours. In a profession otherwise notable for its requirements, prerequisites, hurdles, and elaborate dossiers, skills needed for effective teaching are treated off-handedly, as if mere imitation of graduate school models were enough . . . Universities have an obligation to help their staff and students monitor their own intellectual history as it is being made--in its failure as well as in its accomplishment--reflecting upon learning and the resources that help it occur."

I have spent some time lately in search of outstanding teaching institutions. And I offer to you as a provocative example--not as a model, I hasten to add--the Harvard Business School. It was for decades the unquestioned leader in business education and is still probably the number-one institution in that mushrooming field.

I think, however, the reasons for the success of the Harvard Business School may be misunderstood. Yes, it is attached to our oldest and most revered university. It is exceptionally large. It has a world-famous faculty. But I think all these are less important than an uncommon dedication by the Harvard Business School to the business of teaching. That dedication, which began in the school's earliest days, is probably the principal cause of its continuing distinction.

Harvard, of course, is known for its use of the case method, but the business school did not simply borrow the case method from the pre-existing Harvard Law School. The use of the case method is a special case of a more general case: a continuing, systematic, highly-disciplined search for how the particular body of material they have chosen to teach is best taught.

The case method brings into the classroom hundreds of slices of business reality. Why? Because, the school says, "Analysis and action are fused in the case method. The need to act on incomplete knowledge is the essence of the manager's task . . . . The case method demands an active intellectual and emotional response from the student. A skillfully-guided case discussion is a reality similar in certain essential qualities to the real world of business decision-making. Students must observe, listen, diagnose, decide, intervene. The discussion involves competition, collaboration, compromise and persuasion."

I hope you will understand that I am not in any sense a partisan of the case method. But I think we should pay the same kind of attention to defining our teaching goals and thinking through, with a similar precision, the teaching methods appropriate to them. Obviously, they will not be the same as Harvard's. They will not be the same in one F.I.T. department as in another.

We are a strong institution because we know why we teach what we teach. We will become stronger still if we become equally conscious of how we teach what we teach.

As we have grown bigger and older, we are no longer the small, happy family we were when I came here 15 years ago. Inevitably, we are becoming specialized, fragmented, and compartmentalized. I believe a renewed interest in the business of teaching could be a deeply-unifying concern, bringing us closer together again in the pursuit of ways to improve the performance of our common, central task.

I also believe that any effort to improve our teaching will best be pursued as a common, somewhat institutionalized effort. I do not know exactly what form it should take. I do know that I will give such an effort the fullest measure of moral, administrative, and financial support.

Let us begin this way: I want to ask all of you to let me know--formally or informally--whatever ideas you have for how we may best proceed to give maximum vitality to our teaching effort. Tell me what you need or what you think might work. Let's devote some divisional meetings to the topic. Do we need a formal campus-wide institute on teaching? Is there a better alternative? Give me your ideas without restraint.

Meanwhile, I will put my own thoughts and ideas together in a more orderly way and consult such experts as there are across the country if you want them. Then we can decide what to do next.

And now I want to tell you how uncertain I feel when I discuss teaching with this splendid faculty. I speak to you only because I would not like to leave anything undone that might make this great teaching faculty greater still--as an expression of our deep personal and professional commitment to provide excellence in education for working people.

******

Postscript: During the 1986-87 academic year, a Teaching Institute was formed at F.I.T. to establish a college-wide program of faculty development. It is made up of junior and senior faculty chosen by the Faculty Association from across the college, including the divisions of Art and Design, Business and Technology, Liberal Arts, and Student Affairs, with representatives from Library/Media Services.

Among its projects so far, the Teaching Institute has:

1. Identified pedagogical skills that require enhancement, instructional technologies that can be used effectively in the classroom, and areas of course content that require greater currency and rigor.
2. Identified professional development activities already available on a departmental, divisional, or college-wide basis that can be drawn upon to fulfill recognized needs. These include faculty manuals, inter-divisional conversations, and college-wide colloquia.
3. Outlined a multifaceted and comprehensive program of faculty development now available to all full-time and part-time faculty. Faculty from different disciplines and with varying needs are able to make use of the program's features which are most individually useful and relevant to them.
4. Established departmental in-service committees to plan and implement faculty development programs on the department level.
5. Set up a resource center to provide faculty with the means to meet personal professional development objectives. Available resources include printed and audio/visual materials, as well as research findings on teaching techniques and programs.

To supplement the activities of the Teaching Institute, in March 1987 President Feldman invited all members of the faculty with twenty or more years of full-time teaching at F.I.T. to participate in a Senior Faculty Retreat. The off-campus weekend included group discussions on "Assessing F.I.T.'s Past Strengths and Weaknesses" and "Senior Faculty as Academic Leaders": divisional conversations to consider important issues for the future within the various disciplines; and a meeting to discuss plans for the college's next twenty years.

During the 1987-88 academic year, F.I.T.'s junior faculty will go on a retreat to discuss their views of the college's future. The two faculty perspectives will serve as a basis for continued college-wide development and planning.

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COLLEAGUE

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INMATE EDUCATION IN THE SUNY SYSTEM

by
Ruth M. Fossedal
Dean of the College

Thomas J. Nelson
Associate Dean
Off-Campus Credit
Genesee Community College

The young Hispanic inmate walked to the podium to address his fellow GED graduates. He was clearly nervous, but he had been selected by his peers to deliver the address, so he cleared his throat and began. At first, the words were soft and tentative as he struggled with this second language. Quickly, though, he gained confidence as he spoke to his audience, and his message was clear--wasn't it ironic that they had to become prisoners to learn the value of knowledge as a source of freedom--even within the confines of prison. He concluded his remarks with a challenge to his peers: To continue their education, as he planned to do, by entering Genesee Community College's program in order to build their passports to success.

In 1969, Genesee Community College investigated the possibility of conducting credit courses inside the walls of Attica--two years prior to the now-famous uprising at that site. Instruction did not begin, however, until January, 1973 with thirty-eight full-time students enrolled in programs leading to A.S. and A.A.S. degrees. The program was oriented toward helping inmates in initiating, continuing, or resuming their postsecondary education. It was designed to permit the student to pursue a specific career/educational goal--one he could either complete at Attica, or finish at Genesee Community College, or at another college upon release.

Today, Genesee's inmate education program has expanded to three additional sites: Orleans, Albion and Groveland. Each correctional facility has a site director, inmate clerks, tutoring assistance and the support of an on-campus staff of three people, directed by the Associate Dean of Off-Campus Credit. These staff members, with the assistance of staff from the campus-based support offices, provide educational programming which is equivalent to that received by students on campus. In addition to staff, the College provides substantial equipment and support to each facility: hardware equipment and software supplies necessary to permit micro-computer instruction; funding support to enhance the library holdings at each facility; microfiche files of the entire campus library collection; career guidance through the use of the SIGI career system; and various instructional supplies and equipment for course work and tutorial support. Earlier this year, a Computer-Assisted Drafting lab was developed at the Orleans facility to support the Drafting Certificate which is offered and to complement the existing drafting facilities at that site. In the fall, a full-time person was hired to expand and develop the computer-assisted tutorial programs at each site. Much computer software has been provided, and tutors have been hired to work with the students in each facility.

Building and maintaining such programs requires a dedicated staff willing to work with two systems. This requires patience and a respect for those who must follow rules and regulations within one system which at times may seem to present obstacles rather than solutions. At a recent in-service workshop for faculty teaching in the correctional facilities, one of the veteran instructors put it well when he said, "Be honest with the officers and show them that you value them as people, and you won't have any problems." Another instructor noted that she had enjoyed her many years of teaching inmate students because they were eager learners, and this feature helped to minimize the issues of rules within the facility. The rules are essential and need to be recognized in light of issue of security, rather than as a hindrance to the educational process.

There are, of course, obstacles to program implementation at correctional sites. Many of these facilities are located near small communities which are often conservative and isolated from the urban ghettos of Buffalo, Rochester, and the New York Metropolitan Area from which much of the inmate population originates. On occasions, residents from these smaller communities will question the value of educational programs for people who have broken the law, and will not support spending "tax dollars" for such programs. Another obstacle is sometimes evident in the attitudes of correctional personnel. The employees operate in isolation and reject public scrutiny; often, educational staff are viewed with suspicion or with disdain, as people who are trying to upset the routine in an already difficult setting. The philosophy of the top administrators regarding education may or may not carry over into the ranks.

For faculty, obstacles also exist. Procedures are considerably more complicated than those found on campus. This begins with the difficulties of scheduling security orientations, being fingerprinted, and having a mug shot taken. Upon entering a facility, the instructor must pass through a metal detector. Depending upon how sensitive the detector is set, this single step can involve the removal of all metal objects ranging from coins, pens, and cigarette packs, to belt buckles, coats, and shoes. At Attica, it is necessary to pass through many iron gates, and, upon arriving at the classroom, it is usually necessary to wait for the students to arrive from their various cell block areas.

Students also face obstacles. Often, they must work during the day and obtain their schooling in the evening, which leaves them little time for studying other than during late nights, or during recreational periods and weekends. These obstacles, which many students must deal with routinely, are compounded in a correctional facility by issues ranging from limited opportunities for undisturbed study, to curfew and lights out requirements, and the need for tutorial and developmental assistance in a setting where it cannot be easily provided.

Class attendance is also influenced by the system. It is possible to be "keep locked" in the blocks for an assortment of infractions of facility rules. In some cases, this can ultimately result in the withdrawal of a student if he or she is kept in isolation for a long period of time for disciplinary reasons or for self-protection.

A successful program, therefore, must provide good in-service support to the faculty and staff. At Genesee Community College response systems have been specifically developed to meet the needs of those who work in the college program. At the beginning of each semester a special orientation is held for correctional facility instructors. During the Fall, 1987 semester, the program was expanded to include supper, and facility personnel were invited to attend. The exchange of information was excellent, and this model is likely to be continued.

The College has also instituted a program whereby each faculty member is assigned to a veteran instructor by site. They were introduced to their mentors at the in-service program. Each mentor will be in touch with their faculty colleagues by phone to provide them with encouragement and to answer questions. It is anticipated that this program will increase communication and will lead to more effective problem-solving.

Site directors also require guidance and support. The Associate Dean meets with them on a regular basis, usually at the campus, so that they can come together to share concerns, seek solutions, discuss common issues, and meet with significant campus personnel. Importantly, this also serves to maintain a level of visibility for the correctional programs to the campus-based staff members.

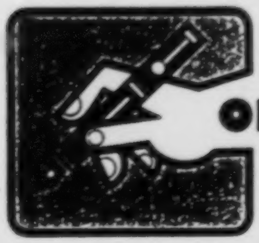
Good working relationships with facility personnel are equally important. While the Associate Dean meets with the personnel from each facility frequently, it is essential that other College administrators meet with them to evaluate progress and establish goals. These meetings are varied from the College campus to the facility in order to provide each set of employees with an opportunity to view the others' world.

Of course, the most important consideration is the students. The site coordinators have daily interaction with the students at the facilities. In addition, College administrators meet with students on a regular basis to provide encouragement to them and to reinforce their efforts. Various administrators have spoken at College and GED graduation ceremonies. The Associate Dean meets with small groups of students to discuss new programs and services and to solve problems which may arise. The Dean of the College holds an open-discussion hour with inmate students at each facility at least once a year to share the College's plan for the future and to answer student questions. These one-to-one contacts are of great value as the students really appreciate the opportunity to share concerns with the primary academic officer.

A recent study by SUNY indicates that college programs make a difference for incarcerated adults. Between 1978 and 1983, recidivism rates were compared for program participants who completed their degrees with those who did not. Of the 276 surveyed program participants throughout the state who earned a degree or certificate, fourteen percent were returned to custody. On the other hand, twenty-three percent of the non-completers were again incarcerated. The study concluded that the completion of a college program while in prison may be positively related to adjustment upon release.

While colleges do not have access to students after release unless they attend the institution, word is sometimes received from former students through various methods of communication. Recently a site director at Groveland was approached by an inmate who asked him to relay a message back to the site director at Orleans. The message was short and clear: "Tell her that I am continuing my education since my transfer and that she made the difference in my life that has led me to this success." Another student recently wrote to his former instructor and to the site director, telling them of his success. He noted that because of his drafting training, he was able to start a new job at $12 an hour, and ended his letter by saying, "Not bad of an ex-offender, right?"

One has only to attend a graduation ceremony in a correctional facility to realize the impact of a degree upon the graduate and his or her family. Recently, the Dean of the College met with the wife and daughter of a program graduate following the ceremony. The father was proud, not only of his accomplishments, but of the example he was able to set for his child. Her future is brighter, because she now has a dream that is based on reality--if her father can do it, she can do it too.



COLLEAGUE

THE 1993 COLLECTION OF ARTICLES ON
ACADEMIC AND ADMINISTRATIVE ISSUES
FACING SUNY'S COMMUNITY COLLEGES

PROGRAM DESIGNS TO SUPPORT WELFARE RECIPIENTS

by John Kucij
Director, Public and
ity Services Project
Hudson Valley
Community College

Welfare reform has arrived at your campus with the implementation of the Family Support Act of 1988 and the creation of JOBS (Job Opportunities & Basic Skills) programs in every state.

Community colleges are feeling the impact of this legislation more than any other institutions as welfare reform opens the doors of higher education to social services recipients seeking skills which will lead to economic independence.

Though some colleges already served welfare recipients with specialized program services, many simply depend upon standard departments such as financial aid, Educational Opportunity Programs, and tutoring centers to provide the support essential to student success.

Larger numbers of students on social services could spell disaster for college departments and services unaccustomed to dealing with the multi-problem backgrounds which often accompany these highly-motivated learners. These students also bring with them the cumbersome bureaucratic baggage that goes with financial dependency on a local department of social services and, frequently, the local criminal justice system.

At Hudson Valley Community College, we have served a large population of welfare recipients since 1984 through our Operation PACE (Public Assistance Comprehensive Education) program. PACE is funded by the college, the New York State Department of Social Services, and the three counties which provide referrals. The PACE staff includes three full-time professionals who provide intensive support for an average of 90 students per semester. PACE works to cut the red tape both on campus and in relations with community-based organizations. PACE provides a wide variety of highly-individualized services which serve to promote student success while maintaining student accountability to her/his sponsoring county.

It is anticipated that many current PACE programs will be transitioning to COPE (College Opportunities to Prepare for Employment) programs during 1993. Many new non-PACE campuses are also expected to join the network of institutions which not only welcome social services' recipients to school but which provide specialized support services.

In working with PACE on our campus and exporting the ideas and program design to other colleges throughout our state, a number of factors have been identified as essential. The incorporation of these features into our program design has enabled our program to achieve tremendous successes in retaining students and placing students into jobs which lead to economic self-sufficiency.

Program Design

Regardless of the size of your program, 30 or 300, students need easy access to staff. Your students will be older, will have kids at home, will lack self-confidence, and will be skilled at making excuses for themselves to fail. They'll need you a lot during that first semester. Plan on extensive office hours, a convenient, centrally-located office that can double as a student lounge and crisis counseling center, and lots of empathic listening.

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The multi-problem backgrounds of your students demand that all staff be street-smart and skilled in counseling. Don't even open your doors until you've taken the time to assess each staff member's specific expertise and awareness of community referral resources.

Build in a small petty cash fund. Of course it's a hassle, but it's also a lifesaver for the student whose regular sitter has sick kids so she needs ten bucks for a substitute. Or the student whose refrigerator is empty three days before the next food stamps are issued. Or the student whose '71 Pinto needs a distributor cap so she can get to her last two weeks of classes on a commute over rural roads where the buses don't run. Emergency gas? Emergency diapers? Convince your funding source and school fiscal authorities to build in some petty cash and some discretionary authority to use for the benefit of your students.

Identify a formal campus liaison in each academic and student services department. Your program can then educate that liaison to your students' unique needs and will be able to clarify tasks your program staff can take on to minimize "extra" work for the department.

Make sure at least one program staffer becomes an expert on local food stamp regulations and income reporting requirements. It only takes one food stamp snafu to distract and defeat even your most motivated student.

Relationships and Roles

Staff members of programs serving social services' clients on campus will always walk a tightrope when it comes to relationships with their student-clients. For many students, your program staff will represent the first time they develop a trusting relationship with an adult in "the system."

Many students come into such programs with communication and problem-solving skills which tend to place them at the extremes. They seem to be either very docile and compliant, or loud and aggressive. Neither style will serve them well in college. Your staff will need to do both group and individual work to build these vital interpersonal skills. Parenting education sessions provide an excellent forum to teach basic communications skills with applications far beyond parent/child relationships. Role- playing activities where problem areas related to college survival are explored can also be an effective method to empower your students.

The most critical off-campus relationship to be managed is that which connects your program to a local department of social services. Chances are this will be your primary source of referrals. It is ironic that the same system which refers participants to you will probably also be the architect of the biggest hurdles to student success. It is a system with lots of power in your students' lives. It can cut benefits and schedule appointments which conflict with academic obligations. It sometimes berates clients whose confidence your program is working hard to build. It will make inexcusable errors and drag its feet.

These hurdles exist because it's a huge, often impersonal system which is underfunded, understaffed, and often criticized. Staff turnover is epidemic and staff training is often lacking. These are some of the factors which the JOBS bill is trying to "reform."

Your program can overcome these hurdles and promote student success by maintaining a posture which is informed, patient, persistent, and polite.

Some basics for dealing with a local department of social services:

> Make prudent use of the appeal and fair-hearing processes. Look to set precedents, not to harass.
>
> Use alternative community resources to supplement welfare benefits.
>
> Document all your interactions in writing. Staff turnover and the potential for legal problems demand a clear paper trail.
>
> Be sensitive to county politics. Most local units of social services will reflect the prevailing party's values.
>
> Be willing to confront your students when you detect they're "milking the system."

Cultivate personal relationships with individual eligibility workers and examiners. Most of these folks got into their careers because of a desire to help others. They respond well to other helping professionals.

Maintain a performance contract with your students which outlines the responsibilities of all parties and the consequences of noncompliance.

Keep your county informed with regular reports and accurate stats. Provide brief profiles of "success stories."

You will also find that special college programs which serve people on social services can provide many benefits to your campus and community. Our program has always provided a great deal of extra service to students who are not officially enrolled as "PACE students." These include many low-income, multi-problem individuals whose circumstances may deem them ineligible for PACE participation, but whose on-campus support needs are very much the same. Our ability to provide these students with information, advocacy, and an occasional pat-on-the-back is a benefit which, though difficult to quantify, is readily acknowledged by staffers in many of our college's traditional student service areas.

The ultimate success of welfare reform programs will not be measured in terms of the number of graduates or their GPAs. It will be known by those persons who take away their new skills and self-confidence and become economically self-sufficient, forever changing their lives and their children's futures.

SUNY'S COMMUNITY COLLEGES:

AN INTRODUCTION TO LEGAL RESOURCES

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The community colleges of the State University of New York (SUNY) form one significant bloc within the 64-campus SUNY System which comprises three very different major components: (1) the State-operated campuses; (2) the statutory or contract colleges; and (3) the community colleges.

Briefly described, each of the 29 State-operated campuses is operated as a part of State government and headed by a president appointed directly by the State University Board of Trustees, a body of New York citizens appointed by the Governor with the consent of the State Senate. Each of the five statutory or contract colleges is operated by a host private or independent university and headed by a dean appointed by the independent university and approved by the SUNY board. Each of the 30 community colleges is sponsored by a county, school district, city or community college region and headed by a president appointed by a local board of trustees and approved by the SUNY board.

The State University Board of Trustees, as the governing body of the entire University, and the Chancellor, as the chief executive appointed by the SUNY board, exercise varying levels of responsibility over each component. Since the State University of New York is a public body created by legislation (in 1948) rather than by State constitutional provision, the source of SUNY's operating authority is found generally in statute, regulations, court decisions, and the actions of State officials.

The purpose of this paper is to provide an introduction to the legal resources that relate specifically to the operations of the community colleges of SUNY. These legal resources include: statutory law adopted by the State legislature and approved by the Governor, regulations promulgated by the SUNY Board of Trustees, policy statements adopted by the SUNY board or by the Chancellor, case law decided by the New York courts, formal and informal opinions issued by the New York State Attorney General, and opinions issued by the State Comptroller.

Statutes. The statutory law adopted by the State legislature and approved by the Governor is codified in the various titles of the Consolidated Laws of New York (commercially published as McKinney's Consolidated Laws of New York and as the New York Consolidated Laws Service). Two "Articles" of the Education Law, a separate title of the Consolidated Laws, define the State University of New York , the powers of the SUNY Board of Trustees and the establishment and operation of the community colleges. The provisions of Article 8 (sections 350 to 365) and Article 126 (sections 6301 to 6310) provide the necessary legal foundation for the study of the SUNY System and the community colleges operating under SUNY's program.

Regulations. Pursuant to the Education Law, the SUNY Board of Trustees is responsible for the provision of standards and regulations covering the organization and operation of programs, courses and curricula, financing arrangements, State financial assistance, tuition charges and fees, and such other matters as may be involved in the operation of the community colleges (section 355). Such regulations implement the statutory provisions and, where applicable, are promulgated by the SUNY board in accordance with the adoption requirements (published notice and opportunity for public comment) of the State Administrative Procedure Act. These formal regulations are codified in Part 600 (sections 600.1 through 607.1) of Title 8 (Education) of the Official Compilation of Codes, Rules and Regulations of the State of New York (NYCRR) (published commercially). Other policies, which do not require promulgation under the State Administrative Procedure Act, may be adopted by resolution of the SUNY board or, pursuant to delegation, by the Chancellor and other senior officers.

It is important to review both statutory provision and implementing regulation on any particular topic. The following is a brief summary of selected topics, the source of statutory authority (Education Law section) and the corresponding implementing regulation (NYCRR section of Title 8):

TOPIC	**EDUCATION LAW**	**NYCRR TITLE 8**
College Establishment	6302	601.1
Curricula Approval	6303	601.2
Full-Opportunity Plans	6304	601.6
Operating Budget Requests	6304	602.2-602.4
Gifts and Bequests	6304	602.6

Sponsor Services	6304	602.7
State Financial Assistance	6304	602.8
Tuition and Fees	6304	602.10
Operating Chargebacks	6305	602.11
Capital Budget	6304	603.1-603.3
Real Property	6306	603.5
Capital Chargebacks	6305	603.7
Local Sponsor Duties	6302	604.1
College Trustees Duties	6306	604.2
President Duties	6306	604.3
Student Trustees	6306	604.4
Institutional Procedures	6306	605.1-605.6

Court Decisions. When disputes arise about the interpretation or implementation of the statutory provisions or the promulgated regulations or adopted policies, litigation may result in judicial review of the disputed provisions. Such review may occur at the State Supreme Court level, or on appeal, the Appellate Division, or the Court of Appeals (New York's highest court). Opinions are published commercially in both the Official Reports (Miscellaneous, Appellate Division and New York) and the New York Supplement, part of the National Reporter system. Several court decisions are representative:

> *Grimm v. County of Rensselaer,* 4 NY2d 416, 151 NE2d 841, 176 NYS2d 271 (1958). Held: County indebtedness permitted for community college capital construction even though less than 50% of students came from county.

Meyer v. Wiess, 25 AD2d 174, 268 NYS2d 226 (3d Dept. 1966). Held: Community college trustees selection of site for college is only advisory to final decision of local sponsor's governing body.

Brown v. North Country Community College, 63 Misc.2d 442, 311 NYS2d 517 (Sup. Ct. 1970). Held: Community colleges are not part of the SUNY State corporate entity for purposes of negligence litigation.

Weinstein v. Caso, 44 AD2d 690, 354 NYS2d 23 (2d Dept. 1974). Held: Implementation of educational policy is the responsibility of the community college board of trustees.

Drimmer v. Board of Trustees of State University of New York, 98 AD2d 132, 470 NYS2d 900 (3d Dept. 1983), affd., 63 NY2d 790, 471 NE2d 147, 481 NYS2d 334 (1984). Held: SUNY regulation limiting State financial assistance to Full Opportunity community colleges was not arbitrary or capricious.

Opinions of the Attorney General and State Comptroller. In New York both the State Attorney General and the State Comptroller are separately elected constitutional officers. In their respective capacities, they exercise certain responsibilities as the chief law officer of the State or the chief fiscal officer, and issue "opinions" to guide public officers, both State and local, in the performance of statutory and regulatory duties. The Attorney General issues both "formal" (to State officers) and "informal" (to local officers) opinions; the Comptroller releases advisory opinions primarily to municipal fiscal officers. Over the years several opinions from both the Attorney General and the State Comptroller have dealt with legal and fiscal issues affecting the community colleges under general State statutes. Selected opinions are published commercially. (Separately, the University Counsel and Vice Chancellor for Legal Affairs of SUNY may provide legal interpretations of the University's operating duties, responsibilities and regulations.)

Recurring legal/policy issues. During the almost 50 years since the creation of the

State University of New York as a system of public higher education, an observer of the development and expansion of the community colleges of SUNY may have noted recurring legal/policy issues that remain unresolved or at least without change. Several of these issues provide important insight to the continuing debate over the nature and availability of public higher education in New York State. Many educational leaders and politicians alike have asked:

- Should community colleges function as part of local government?
- Is the fiscal support of local government adequate to meet the long-range goals of a community college network that is integral to the objectives of the SUNY system? Should State support or operation be substituted for local?
- Is clarification necessary to establish more clearly the primary role of a community college board of trustees, and not the governing body of the local sponsor, in the operation of the college?
- Does SUNY properly recognize the major role played by the community colleges in the delivery of postsecondary education to the people of the State?

Although many internal changes have been made, the fundamental framework of the SUNY system has remained in place since its creation in 1948. The structure of the three components was carefully-crafted and much debated. The recurring nature of these legal/policy issues remains a testament to the "dynamic" tensions which underlie New York's major effort to place in one coordinated system the fullest range of public higher educational opportunities and let the University itself determine the respective priorities for each component. The community colleges of SUNY remain a highly significant part of that noble effort.

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[*] Professor Levine was formerly University Counsel and Vice Chancellor for Legal Affairs for the 64- campus State University of New York (SUNY) which includes 30 locally-sponsored community colleges.

Code of Standards and Procedures for the Administration and Operation of Community Colleges under the Program of State University of New York

Title 8, Official Compilation
of Codes, Rules and
Regulations of
the State of
New York

PART 600

DEFINITIONS AND INTRODUCTION

(Statutory authority: Education Law, §355(1)(c))

Sec.
600.1 Definition of terms
600.2 Introduction

Section 600.1 Definition of terms.

(a) *Community College.* Colleges established and operated either individually or jointly, by counties, cities, intermediate school districts, or school districts approved by the State University trustees pursuant to the provisions of article 126 of the Education Law.

(b) *College trustees.* The local board of trustees charged by law to administer the college or colleges.

(c) *Local sponsor.* The local sponsoring agency, such as a county, a city or a board of education which, with the State, students and other counties, supplies the basic fiscal support for the college.

(d) *State University trustees.* The Board of Trustees of the State University of New York which is legally responsible for coordinating the program of the individual colleges.

600.2 Introduction. The Education Law of New York State provides that the State University trustees shall provide standards and regulations covering the organization and operation of community colleges. In summary, article 126 of the New York State Education Law prescribed that:

(a) The local sponsor shall be responsible for establishing the college, providing local financing, accepting title to college property, approving the total budget, and selecting the prescribed procedures for the audit of college funds and for the payment of bills and accounts.

(b) The State University trustees shall be responsible for approving the establishment of the community college and of its programs, curricula and budgets, and for providing standards and regulations to guide and govern its operation.

(c) The college trustees with the approval of the State University trustees shall be responsible for the appointment of the president, adoption of the curricula and preparation of the budget; and, subject to the general supervision of the State University trustees, shall discharge such other duties as may be appropriate or necessary for the effective operation of the college.

PART 601

INITIAL ORGANIZATION OF A COMMUNITY COLLEGE

(Statutory authority: Education Law, §355(1)(c)

Sec.
601.1 Establishment minima
601.2 Programs
601.3 Name of the college
601.4 Multiple campus sponsorship areas
601.5 Community college service areas
601.6 Criteria for State University trustees' approval of community college full-opportunity plans
601.7 Participation in cooperative educational programs, services and arrangements

Section 601.1 Establishment minima. [Additional statutory authority: Education Law, § 6304, subd. 1, par. (a),(b)(i)]

(a) ***Enrollment.*** A proposed college shall have a potential enrollment of at least 1,000 full-time equivalent students from its sponsorship within four years after its opening.

(b) ***Financial resources.*** The local sponsor shall have a true valuation of at least $300 million and an assessed valuation of at least $150 million.

(c) ***Budget.*** The local sponsor shall make available its share of funds at least one year in advance of the formal opening of the college to assure the availability of sufficient facilities and instructional resources by opening day.

(1) ***Personnel.***

(i) ***President and staff.*** The college budget shall provide, at least one year before the formal opening of the college, sufficient funds to appoint a president together with such supporting staff as may be necessary for the organization of the college, including those functions associated with the business affairs, academic development, library and student-personnel program. Sufficient staff shall be employed to provide adequate care and maintenance of buildings, grounds and equipment.

(ii) ***Faculty.*** The college budget shall provide for one full-time equivalent classroom teacher for a minimum of each 18.5 full-time students or the equivalent thereof.

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(2) *Facilities.*

(i) *Classrooms, laboratories, library and other facilities.* Sufficient space must be provided to prevent overcrowding as currently defined in statements guiding space requirements issued by State University of New York.

(ii) *Library.* Upon opening, the college shall have a sufficient number of well- distributed books and periodicals to support the academic program.

601.2 Programs. The program shall include both career and college transfer programs on a full- and part-time basis. Such curricula shall be based on surveys of the projected annual number of high school graduates, their educational qualifications and interest, and, with reference to career curricula, the prospects for employment of the graduates locally, statewide and nationally. The college facilities must be available for use in the late afternoon, evening, and summer to afford an educational opportunity for both full-time and part-time students and to assure maximum utilization of available physical resources. Special emphasis shall be given to special programs and extension work of less than two years' duration for both full-time and part-time students. Programmatic review shall be conducted periodically as prescribed by the State University trustees.

601.3 Name of the college. Any college hereafter established which is by definition a community college shall incorporate in its name (a) the words "community college" and (b) when possible and desirable, the designation of its sponsorship or service area.

601.4 Multiple campus sponsorship areas.

(a) *Definition of campus.* A campus shall be defined as a location for community college services that has an institutional character and identity of its own: i.e., a definable clientele in the sponsorship area to be served, a coherent and reasonably comprehensive program to serve this clientele, a faculty, an administrative structure, a separate budget and fiscal accounting responsibility, and a physical plant.

(b) *Size units of campuses.* Community college campuses normally shall be planned in size units of approximately 5,000 full-time equivalent students. Where circumstances of geographic characteristics in the area and locations of identifiable and substantial population groups in terms of time-distance travel are such that access to a principal campus is significantly hampered, smaller campus size units may be considered. When the enrollment potential at a principal campus is projected to approach 5,000 full-time equivalent students and more than one clearly definable subsection of the population or region of the sponsorship area can, on the basis of objective criteria of population and enrollment projection, predict an enrollment of at least 1,000 full-time equivalent students within three years from the date of establishment of the campus and a continued growth pattern at the new campus, the feasibility and possible development of additional campuses should be examined.

(c) *Establishment procedure.* The establishment of additional campuses in a sponsorship area shall be considered by the State University trustees for approval and incorporation in the master plan of State University of New York when:

(1) the college trustees and the local sponsor or sponsors of the area endorse the establishment of the additional campus;

(2) the minimum enrollment potential projected for a new campus is at least 1,000 full-time equivalent students within four years after its planned opening date;

(3) the local plan for development of the new campus indicates an administrative structure that has under the college trustees one chief executive officer and a central staff with a single executive administrative officer at each campus;

(4) a tentative educational plan for the campuses which has been developed on the basis of the local area study sponsored by the college trustees, is accepted by the college trustees and the State University trustees;

(5) a tentative or preliminary budget and fiscal plan to finance the campus is adopted by the college trustees and the local sponsor or sponsors; and

(6) a permanent site for operation of the new campus is approved by the college trustees, the local sponsor or sponsors and the State University trustees.

(d) *Programs, certificates of degrees.* Organized programs at a campus shall be evaluated and accredited as institutional operations on their own merits. Graduates of campus programs in a multiple campus community college sponsorship area shall be granted certificates and degrees by the college trustees upon the recommendation of the faculty and administration of the campus that the student attends.

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(e) ***Budget procedure.*** For community college fiscal years commencing on or after July 1, 1983, a college operating pursuant to this section on a multiple campus basis shall submit a single consolidated operating budget for all campuses within its sponsorship area. Any college establishing an additional campus within a sponsorsnip area pursuant to this section, on or after July 1, 1983, may submit a separate operating budget for each such additional campus for not more than four fiscal years following the establishment of such additional campus. For each fiscal year thereafter, the college shall submit a single consolidated operating budget for all campuses within its sponsorship area.

601.5 Community college service areas.

(a) In accordance with subdivision 1 of section 6302 of subdivision 2 of section 6305 of the Education Law, a community college may provide educational services beyond its sponsorship area which may be included in the operating budget for State financial assistance purposes, provided that:

(1) such services are provided for a qualified local sponsor or sponsors who elect to participate in the operations of an existing community college. A *qualified local sponsor* shall be defined as:

(i) a county which does not sponsor a community college or have located within its geographic boundary a State University agricultural and technical college; or

(ii) any city, intermediate school district or school district within such a county; and

(2) the provision of such educational services is defined in an agreement between the board of trustees of the community college and a qualified local sponsor or sponsors, as duly authorized by appropriate local law, resolution, order or ordinance of the local sponsor of the college and the qualified local sponsor.

(b) A qualified local sponsor shall pay an appropriate share of the expense involved in the local sponsor's community college program where students who attend the program reside within the jurisdiction of the qualified local sponsor.

(1) The appropriate share with respect to operating costs shall be determined on the basis of the full operating chargeback rate on an FTE student basis established for the community college.

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(2) The appropriate share with respect to capital costs shall be determined on the basis of the full capital chargeback rate established for the community college. Capital costs shall be paid by the qualified local sponsor only in the event that capital costs are generated solely as a result of the program provided by the community college.

(3) When students reside outside of the areas of both the sponsor and the qualified local sponsor, the allocable portion to be paid by the county of residence for operating and capital costs shall be the amount established for the residents of the qualified local sponsor and paid to the college.

(c) The determination of a community college service area and the provision of educational services therein, as may be defined pursuant to subdivision (a) of this section, shall be subject to the approval of the chancellor or his designee, except that where the provision of educational services pursuant to this section would result in the establishment of an institutional branch campus, such establishment shall be pursuant to the procedures for multiple campuses (§ 601.4 of this Title, supra).

(d) The chancellor, or his designee, may develop and issue appropriate guidelines and procedures for the implementation of this section.

601.6 Criteria for State University trustees' approval of community college full-opportunity plans. An appropriate full-opportunity plan, which shall be submitted to the State University trustees after approval by the board of trustees of a community college and the local sponsor or sponsors, should:

(a) make it possible at least for every applicant who is a previous-June high school graduate or a veteran, regardless of high school graduation date, and who is a resident in the sponsorship area, to take some appropriate program, credit or non-credit, on a full-time basis; the student's range of choices shall include developmental studies, certificate and diploma studies, and associate-degree studies, either college transfer or career;

(b) commit the college to allowing each student sufficient time to explore appropriate career goals for himself; he should have an opportunity to change his major field of study, the allowable number of such changes to be locally determined;

(c) provide that where the student's basic educational skills need improvement, appropriate instruction will be supplied;

(d) include provisions for the individualization of instruction and a clear explanation of how "nontraditional" learning resources are to be used;

(e) demonstrate that there will be a continuity of counseling of the individual student from the high school through the college program, i.e., show that there is an articulation of counseling between the college and the high schools;

(f) provide evidence of the adequacy of the college faculty to implement the plan;

(g) include specific reference to increased space utilization, extended instructional day, year-round calendar or other administrative expedients which will be employed as economy measures;

(h) show what adaptations of previous admissions office practices, academic grading practices, and counseling practices will be made in service of the new, more heterogeneous student population;

(i) provide specifically for the filing of an annual report with State University of New York on progress towards implementation of the plan, approval of annual payment(s) to be contingent on the filing of such annual report(s). Such annual progress reports shall be submitted to the Chancellor, State University of New YOrk, or his designee, according to the following schedule(s): 9/1-8/31 fiscal year by 8/31 of each fiscal year; 7/1-6/30 fiscal year by 6/30 of each fiscal year.

601.7 Participation in cooperative educational programs, services and arrangements. Subject to the approval of the local sponsor, the board of trustees of a community college may participate in cooperative educational programs, services and arrangements with colleges, universities, school districts, boards of cooperative educational services, libraries, museums, through contract or otherwise, and join any cooperative association of such educational institutions formed as a corporation pursuant to section 216 of the Education Law, in accordance with further guidelines as shall be developed and issued by the chancellor with the approval of the Director of the Budget, provided that:

(a) the college trustees shall review and approve the terms and conditions of participation in any interinstitutional corporation, including the charter and bylaws thereof, and may thereafter authorize the president of the community college, or his designee, to participate on the governing body of such corporation;

(b) the college's commitments, including facilities and resources, to any interinstitutional arrangement, association or corporation, shall be made in compliance with all provisions of law and regulations governing the community colleges, and shall not exceed funds appropriated or otherwise lawfully available to the community college therefore in the fiscal year in which the commitments are made;

(c) the financial standing and operations of any interinstitutional arrangement, association or corporation shall be subject to post-audit by the State Comptroller; and

(d) an annual report of any interinstitutional arrangement, association or corporation shall be submitted to the college trustees and to the Chancellor of the University.

PART 602

COLLEGE FINANCE AND BUSINESS OPERATION
(COLLEGE OPERATING FUND)

Sec.

602.1 Introduction
602.2 Preliminary college operating budget estimate
602.3 The college operating budget request
602.4 Revenues and appropriations/expenditures to be reported in the preliminary operating budget estimate, college operating budget request, amendments to college operating budget request and annual financial report
602.5 State aid for non-credit remedial, vocational preparation, community service and continuing education programs
602.6 State aid for non-credit community service courses and programs
602.7 Gifts and bequests
602.8 Sponsor services
602.9 Limitations on operating costs for purposes of State financial assistance
602.10 Amendments to college operating budget requests
602.11 College tuition and fees
602.12 Operating chargebacks for nonresident students
602.13 Annual financial report
602.14 Internal business practices

Section 602.1 Introduction.

(a) The financial and business policies and practices of the community colleges shall comply with article 126 of the Education Law, the Code of Standards and Procedures for the Administration and Operation of Community Colleges under the Program of State University of New York prescribed by the State University trustees, and a manual for community college business offices, and such other instructions as may be appropriate and necessary from time to time as prescribed by the Chancellor of State University or his designee.

(b) Records and accounts must be maintained in accordance with the Uniform System of Accounts for Community Colleges as prescribed by the State Comptroller, and shall be subject to audit by the State.

(c) The records and accounts of the community college shall be audited annually by a certified public independent accounting firm or the agency of the sponsor responsible for the performance of audits.

(d) The college operating fund balance is to be reviewed periodically and maintained at a level consistent with sound cash management procedures.

(e) To gain and benefit of interest earnings, operating fund cash in excess of current needs is to be held in authorized investments. The interest so earned is to be treated as an offsetting revenue item in the college operating budget and annual financial report.

(f) Subject to the approval of the college sponsor, the college board of trustees may enter into a contract with a not-for-profit corporation for the purpose of operating food-service, bookstore and/or conducting other appropriate auxiliary service activities. Such contract shall provide that the food and bookstore services be provided at the lowest possible cost to the students consistent with sound business and financial practices. Where a not-for-profit corporation has been established for the purpose of operating food-service, bookstore and/or conducting other appropriate activities, the rights and responsibilities of the corporation shall be included in the contract between the association and the college board of trustees.

602.2 **Preliminary college operating budget estimate.** On or before the date prescribed by the Chancellor of State University or his designee, the college shall file a preliminary operating budget estimate with State University of New York for the college fiscal year commencing on July 1 or September 1 of the next succeeding calendar year. The preliminary college operating budget estimate shall have been approved by the college trustees and shall be accompanied by evidence of such approval.

602.3 The college operating budget request.

(a) On or before the date prescribed by the Chancellor of State University or his designee, the college shall file the college operating budget request with State University for the college fiscal year commencing on July 1 or September 1.

(b) Prior to filing with the State University of New York, the operating budget request shall have been approved by the college trustees and the sponsor, and shall contain evidence of such approval.

(c) The State University trustees shall take appropriate action relative to the total operating budget and the State financial assistance, subject to the availability of funds appropriated by the Legislature therefor.

(d) Should the State University trustees and/or the local sponsor fail to approve the budget submitted by the college trustees, the college trustees shall request the Chancellor of State University or his designee to arrange for a conference to include representatives of the three bodies to produce agreement on the amount of the budget.

(e) Any needed adjustments in the budget that might result from the outcome of the foregoing negotiations shall be made by the college trustees and within the total amount of funds agreed upon.

602.4 Revenues and appropriations/expenditures to be reported in the preliminary operating budget estimate, college operating budget request, amendments to college operating budget request and annual financial report.

(a) The college operating budget request shall include all estiated revenues to be received by the college for operating expense purposes. These revenues shall include but not be limited to the following:

(1) student tuition;
(2) State aid;
(3) sponsor contribution;
(4) charges to nonresidents not presenting certificates of residence;
(5) out-of-State resident tuition;
(6) operating chargebacks to other counties;
(7) gifts and donations;
(8) endowment income;
(9) unclassified revenue--local sponsor share;
(10) organized activity income;
(11) service fees, including parking fees and fines, and library fines;
(12) interest and earnings on all operating funds and reserve for capital cost chargebacks;
(13) rental of real property, including rental income on college-owned houses and rental revenue received from bookstore and food-service concessionaries;
(14) rental of equipment, including locker rentals;
(15) forfeiture of tuition deposits;
(16) sales of scrap and excess material
(17) other minor sales;
(18) sales of equipment;
(19) insurance recoveries;
(20) other compensation for loss, including reimbursement for laboratory breakage;
(21) refunds of prior year's expenses;
(22) unclassified revenues--offset to expenses, including vending machine, bookstore and food-service concession income; telephone commissions; employee jury duty fees paid to the college, parking fees and fines, and library fines; and

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(23) Federal aid provided in the name of the college.

(b) Federal, private or separately funded State revenues received for 100 percent support of student financial aid programs should not be included in the college operating budget. However, complete records should be maintained on these funds and any liabilities should be reported in the operating fund balance sheet.

(c) The college operating budget request shall include all valid appropriations for operating expense purposes. These appropriations may include appropriate expenses for the following functions:

(1) instruction and departmental research;
(2) organized activities;
(3) sponsored research and other sponsored programs;
(4) extension and public service;
(5) libraries;
(6) student services;
(7) maintenance and operation of plant;
(8) general administration;
(9) general institutional services; and
(10) employee benefits.

(d) The following is a listing of specific operating expenses which are allowable for State aid and support by student tuition revenues. This listing is not intended to be all-inclusive.

(1) Compensation for personal services.

(2) Lease and maintenance costs for rented physical space and equipment where used for college purposes. (Commencing with the community college's 1977-78 fiscal year, rental/leasing of instructional space to be used for a period of time longer than six months shall be subject to the approval of the chancellor or his designee.)

(3) Property and liability insurance. The practice of the local sponsor in regard to insurance coverage may govern in determining allowable insurance charges. Insurance premiums are an allowable expense. If the local sponsor is a self-insurer, no part of the charges should be included in the budget, except for compensation or losses incurred.

(4) Consumable supplies.

(5) Repairs to buildings, grounds and equipment. For purposes of this section, a repair is a maintenance expenditure for the purpose of maintaining a facility in an ordinarily efficient operating condition. A repair does not significantly add to the value of the facility, nor does it appreciably prolong its life. It merely keeps the property in an efficient operating condition over its probable useful life for the uses for which it was acquired.

(6) Travel expenses for college purposes, including expenses related to the recruitment of professional staff.

(7) Communications and postage expenses for college purposes.

(8) Printing and advertising expenses for college purposes.

(9) Library acquisitions. For purposes of this section, the initial $50,000 expenditure for library books for each college or each campus of a multiple campus community college, where such multiple campuses have been approved by the University trustees, must be included as a capital expense.

(10) Institutional membership in local, State and national education-related organizations and associations.

(11) Conference fees and travel expenses related to staff attendance at conferences, where such conferences are related to college purposes.

(12) Expenses related to foreign student exchange programs.

(13) Moving expense of newly appointed members of the professional staff.

(14) Fees and costs for evaluation and accreditation by Middle States Association of College and Secondary Schools and other accreditation associations.

(15) Graduation exercise expenses for speaker, reception for honored guests, music, decorations for platform, and cost of caps and gowns for guests, speakers, college trustees, faculty and administrative staff.

(16) Expenses relating to refreshments, luncheons and dinners if for the purpose of conducting official college business. (The purpose of each meeting and the names of

persons in attendance, with a statement of their official relationship to the college, must be maintained for audit purposes.)

(17) Expenses of moving college furnishings and equipment from a temporary to a permanent campus.

(18) Costs of training programs for college staff, including on- and off-campus seminars for professional staff.

(19) Expenses in accordance with the terms of a collectively negotiated agreement.

(20) Expenses related to appropriate non-revenue producing community service programs.

(21) Equipment costs not included in the capital construction budget.

(22) Employer contributions to fringe benefits negotiated under the terms of a collectively negotiated agreement.

(23) Necessary alumni program expenses.

(24) Other general education expenses.

(e) The following is a listing of operating expenses which are not allowable for State aid and support by student tuition revenues:

(1) Expenses of service area educational programs where such programs have not been approved by State University.

(2) Individual memberships in professional organizations and associations, except in those instances where institutional memberships beneficial to the educational purposes of the college are not available, in which instances the individual membership fee will be allowable for State aid purposes.

(3) Contingency accounts.

(4) Food service and bookstore expenses and losses where such services are subcontracted.

(5) Rental of caps and gowns for students.

(6) Student activity functions, such as student reception, socials and publications, and communication expenses related to student activity programs and faculty-student association activities.

(7) Rental and maintenance costs for property not used for college purposes.

(8) Expenses relating to the activities and administration of faculty-student associations.

(9) Expenses relating to the operation and administration of dormitories.

(10) Penalty fees for overdue payment of legal obligations.

(11) Costs of food, beverages and entertainment for college social functions.

(12) Collection agency fees for delinquent student accounts. This shall not be construed to prohibit the engagement of collection agencies to collect overdue student accounts. However, the collection agency fee shall be added to the student account.

(13) Matching funds for off-campus college work-study programs.

(14) Administrative overhead expenses otherwise chargeable to Federal programs (including but not limited to NDSL, CWS, SEOG).

602.5 State aid for non-credit remedial programs.

(a) Non-credit remedial programs operated by community colleges can be included for State aid if the sponsor contributes its share of operating costs and each program meets the following criterion: Instruction concerned with diagnosing, correcting or improving such basic skills as oral and written communications, reading, analytical concepts and general study habits and patterns, to overcome in part or in whole any particular marked deficiency which interferes with a student's ability to pursue an educational objective effectively. State financial assistance shall be allowed for all non-credit remedial programs, which programs may, as a prerequisite to enrollment, require specific educational requirements heretofore or presently undertaken by community colleges.

(b) Fees for non-credit courses shall not exceed the tuition for credit-bearing courses having an equivalent number of credit hours.

(c) The following courses are specifically not eligible for State aid: avocational, recreational, and social group courses.

(d) The local operating budget shall indicate whether such non-credit courses are offered. Additional procedures for annual review of all non-credit courses to determine eligibility for State aid shall be in accord with guidelines developed and issued by the chancellor or designee.

(e) All courses and programs not eligible for State aid shall be in the aggregate self-sustaining. The revenues collectively received for such courses and programs must be adequate to cover the direct costs of all the courses and programs including faculty salaries and fringe benefits, the costs of supplies and materials consumed in the courses and programs, the costs of equipment used only for the programs and other expenses directly incurred by the courses and programs. Each individual course or program need not be operated on a self-sustaining basis.

(f) Fees for non-credit courses which are not eligible for State aid and which have no practical credit equivalency shall be determined by policy of the local trustees or their designee.

(g) In order to receive State financial assistance for non-credit courses, each community college must submit to the chancellor, or designee, a request for funding which, at a minimum, shall contain the name of any co-sponsoring institutional group or agency, a description of the college's control of operation of the course in the areas of fiscal administration, selection of faculty and course development, a description of the course or program to be offered, the major purpose of the course or program as it relates to the mission of the college, the projected full-time equivalent student or headcount enrollment of the proposed course or program, and such other data as required by the chancellor, or designee, on forms designated for this purpose.

(h) Each community college shall maintain a record of costs and revenues, and other descriptive data in accordance with guidelines issued by the chancellor, or designee, for its total non-credit program in order to be eligible for State financial assistance for such courses. Each community college shall submit such records to the chancellor, or designee, at the time and in the manner established by the chancellor, or designee.

602.6 Gifts and bequests.

(a) The college is empowered and authorized through its board of trustees to accept gifts, grants, bequests and devises absolutely or in trust for such purposes as the college trustees may deem appropriate or proper for carrying on the programs and objectives of the college. The college shall neither participate in the selection of nor accept contributions which may in any way distinguish among individuals or groups on the basis of sex, age, race, color, religion, creed or national origin.

(b) All gifts of money made in the name of the community college shall be recorded in the college fund.

(1) Restricted gifts of money shall be used for the purposes specified by the donor.

(2) Unrestricted gifts of money may be used for such purposes as are determined by the college trustees, subject to the approval of the sponsor.

(c) Gifts of personal property, instructional equipment, library books or special collections, works of art, and other items of value to the college shall not be considered as part of the operating budget.

602.7 Sponsor services.

(a) The definition of *sponsor services*, for purposes of determining State operating aid, is those services rendered on behalf of a community college by the sponsor(s) of the college which are necessary for the maintenance and operation of the college and which would otherwise be provided by the college staff or a vendor.

(b) The community college board of trustees shall approve each sponsor service and its estimated value in advance of the service being rendered, and shall approve the payment for each sponsor service satisfactorily performed.

(c) In submitting its operating budget request, the college shall provide a listing containing a description of the nature and estimated cost of each sponsor service.

(d) In approving the college operating budget, unless specific exceptions have been taken, the State University trustees shall have approved the valuation of the sponsor services included in the college operating budget.

(e) A listing containing a description of the nature and the estimated cost of each sponsor service approved by the State University trustees shall be forwarded to the Director of the Budget for approval of valuation.

(f) The following general types of sponsor services will be considered for approval where such services are beyond the capability of the college staff and the costs of such services are competitive with those of reliable vendors:

(1) Maintenance and repair of college buildings.
(2) Snow removal from roadways and parking lots.
(3) Repair of roadways and parking lots.
(4) Repair of automotive equipment.
(5) Waste and garbage removal.
(6) Laundry services.
(7) Photographic services.
(8) Provision of equipment, materials and supplies from the sponsor's central stores.
(9) Academic and administrative computer services.
(10) Operation of college telephone switchboard.
(11) Allocation of utility service charges--steam electricity, water and sewage, where the college is one activity within a larger sponsor complex.

602.8 Limitations on operating costs for purposes of State financial assistance. [Additional statutory authority: Education Law, §6304, subd. (1), par. (a),(b)(i)]. During the community college fiscal years commencing on and after July 1, 1975, State financial assistance of community college operating costs shall be determined by the State University trustees pursuant to section 6304 of the Education Law as follows:

(a) *Definitions for this section.*

(1) *Net operating costs.* Gross operating expenditures less actual offsetting operating revenues, including Federal aid and actual operating expenditures not allowable for state aid.

(2) *Net operating budget.* Gross operating budget less offsetting revenues, including Federal aid and appropriations not allowable for State aid.

(3) *Rental cost for physical space.* The costs of rented physical space, excluding costs of such services as electricity, gas, heat or janitorial services where the expenses of the latter types of services are included in the rental charges.

(4) *Disadvantaged students.* Students eligible for supplemental financial assistance in education opportunity programs under criteria established by State University of New York, pursuant to section 6452 of the Education Law and Subpart 27-2 of Part 27 of Chapter I of this Title (rules of the Board of Regents).

(5) *Disadvantaged in the population of the sponsorship area.* The number of cases of welfare assistance under aid to dependent children and the number of recipients of welfare assistance under the medical assistance program, supplemental security income program, and home relief, as reported by the New York State Department of Social Services.

(6) *Full-time equivalent student.* A hypothetical student who has enrolled in a course load consisting of 30 semester credit hours or 45 quarter credit hours, or the equivalent of such credit hours in the case of non-credit course offerings, during the course of one college fiscal year.

(7) *Full-time equivalent faculty.* One full-time faculty position. To ascertain full-time equivalent faculty, divide the total class hours taught at the college, including classroom hours and laboratory hours, by the average classroom and laboratory hours taught by the college's full-time faculty, excluding overload hours taught for extra compensation. Full-time faculty for this purpose is defined as all personnel holding faculty rank and being paid on a full-time basis, with the exclusion of:

(i) persons assigned to perform nonteaching functions including, for example, personnel holding the title of president, vice-president, dean, librarian, registrar or student counselor;

(ii) personnel holding the title of, or formally designated to function as academic department heads, not to exceed one per department; and

(iii) faculty members granted release time of at least six credit hours per semester to undertake duties required under the terms of a grant or contract funded by an outside agency; provided, however, that such release time is accompanied by an equivalent reduction in salary or an offsetting recovery of revenues by the college.

For example, where 100 full-time faculty as defined above generate 3,200 class hours during the academic year, the average class hours taught is 32; and where the total class hours taught during the same academic year is 3,856, the number of full-time equivalent faculty is 120.5 (3,856 divided by 32).

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(8) *Costs of instruction and departmental research.* The costs of personal services, equipment and contractual expenses for instruction and departmental research for the day and evening sessions, winter intersessions, and summer sessions of the college.

(9) *Full-time credit student.* A student who is enrolled in a minimum of 12 credit hours or credit hour equivalents of academic work per semester or quarter.

(10) *Technical programs.* Certificate and diploma programs in the sciences and technologies and all associate in science, associate in applied science and associate in occupational studies degree programs, with the exception of associate in science, liberal arts and general studies degree curricula and the following business curricula and options and local variations of these program names:

(i) Accounting
(ii) Advertising
(iii) Advertising and Communications
(iv) Banking, Insurance and Real Estate
(v) Business Administration
(vi) Court Administration
(vii) Credit and Collections
(viii) Fashion Buying and Merchandising
(ix) Health SErvices Management TEchnology
(x) Industrial and Labor Relations
(xi) International Trade and Travel
(xii) Marketing
(xiii) Marketing--Industrial
(xiv) Marketing--International Trade
(xv) Marketing Management and Sales
(xvi) Office Management
(xvii) Retail Business Management
(xviii) Sales Management
(xix) Secretarial Science and Options
(xx) Small Business Operations
(xxi) Textile and Apparel Marketing
(xxii) Traffic and Shipping
(xxiii) Transportation and Distribution Management.

(11) *Business programs.* Certificate and diploma programs in business, including all associate in science, associate in applied science and associate in occupational studies degree programs in business as well as the options and local variations of the program names specifically excluded under paragraph (10) of this subdivision.

(12) *Diploma and certificate programs.* Those programs approved by the State University of New York and the State Education Department as leading to a recognized credential, either diploma or certificate.

(b) Before approving the budget of any community college, the State University trustees shall review such budget and may make such adjustments thereto, either in aggregate amount or in items therein, as they may deem appropriate with respect to the programs and operation of the college and in relation to the maximum limitations on State operating assistance for community colleges prescribed in this Subchapter. Nothing contained in this Subchapter shall be deemed to require the approval of any operating budget at the amounts as herein limited, nor to prevent the operation of a community college in excess of the amount of the costs approved by the State University trustees, provided such excess costs shall be borne and paid for or otherwise made available to or by the local sponsor or sponsors.

(c) *Basic State financial assistance.*

(1) Full opportunity colleges. The basic State financial assistance for community colleges, implementing approved full opportunity programs, shall be the lowest of the following:

(i) two-fifths of the net operating budget of the college, or campus of a multiple campus college, as approved by the State University Trustees;

(ii) two-fifths of the net operating costs of the college, or campus of a multiple campus college; or

(iii) the total of the following:

(a) the budgeted or actual number (whichever is less) of full-time equivalent students enrolled in programs eligible for State financial assistance multiplied by $1680 plus a $35 increment if in the college fiscal year 1989-90 the financial contribution to the operating costs of the college, by the local sponsoring jurisdiction, is no less than the equivalent in dollars of one-half mill (50 cents per $1,000) as calculated against the total valuation of taxable real property in such jurisdiction as most recently tabulated by the State Board of Equalization and Assessment;

(b) the budgeted or actual total average number (whichever is less) of full-time disadvantaged students multiplied by $212 if the average number of full-time disadvantaged students coming from the sponsorship area as a percentage of the total average number of full-time students coming from the sponsorship area is no less than the average number of disadvantaged in the population of the sponsorship area for the calendar year immediately preceding the year in which the community college fiscal year commences as a percentage of the total population in the sponsorship area, as reported in the most recently available census; and

(c) one-half of rental costs for physical space.

(2) **Non-full opportunity colleges.** The basic State financial assistance for community colleges not implementing approved full opportunity programs shall be the lowest of the following:

(i) one-third of the net operating budget of the college, or campus of a multiple campus college, as approved by the State University Trustees;

(ii) one-third of the net operating costs of the college, or campus of a multiple campus college; or

(iii) the total of the following:

(a) the budgeted or actual number (whichever is less) of full-time equivalent students enrolled in programs eligible for State financial assistance multiplied by $1400 plus a $29 increment if in the college fiscal year 1989-1990 the financial contribution to the operating costs of the college, by the local sponsoring jurisdiction, is no less than the equivalent in dollars of one-half mill (50 cents per $1,000) as calculated against the total valuation of taxable real property in such jurisdiction as most recently tabulated by the State Board of Equalization and Assessment;

(b) the budgeted or actual total average number (whichever is less) of full-time disadvantaged students multiplied by $177 if the average

number of full-time disadvantaged students coming from the sponsorship area as a percentage of the average number of total full-time students coming from the sponsorship area is no less than the average number of disadvantaged in the population of the sponsorship area for the calendar year immediately preceding the year in which the community college fiscal year commences as a percentage of the total population in the sponsorship area, as reported in the most recently available census; and

(c) one-half of rental cost for physical space.

(3) Notwithstanding the provisions of paragraphs (1) and (2) of this subdivision, a community college or a new campus of a multiple campus community college in the process of formation shall be eligible for basic State financial assistance in the amount of one-third of the net operating budget or one-third of the net operating costs, whichever is the lesser, for those colleges not implementing an approved full opportunity program plan, or two-fifths of the net operating budget or two-fifths of the net operating costs, whichever is the lesser, for those colleges implementing an approved full opportunity program, during the organization year and the first two fiscal years in which students are enrolled.

(4) Federal Jobs Opportunities and Basic Skills Program. Notwithstanding any other provision of law, rule or regulation, the chancellor or designee of State University , or the chancellor or designee of City University as the case may be, may allocate any portion of such basic State financial assistance on a matching basis pursuant to separate memoranda of understanding between State University and the department of social services and City University and the department of social services, respectively, to community colleges consistent with federal requirements to implement a program for the provision of education and training services to adults eligible for the federal Jobs Opportunities and Basic Skills (JOBS) program. Services to be provided by community colleges receiving such allocation may include, but not be limited to, high school equivalency, basic education, job skills training, English as a second language, post secondary education, job readiness training, job placement services, case management, career counseling, and assessment and employability planning.

(d) *Supplemental State financial assistance.* Community colleges shall be eligible for supplemental State financial assistance in the 1991-92 community college fiscal year in the amount of $195 for each full-time equivalent student enrolled in technical programs and $82 for each full-time equivalent student enrolled in business programs, the actual number of which shall be certified by the college president to the State University Trustees. A community college which changes its status from non-full opportunity to full opportunity effective with the 1991-92 college fiscal year shall be entitled to receive supplemental State financial assistance. With the exception of a community college which changes its status from non-full opportunity to full opportunity effective with the 1991-92 college fiscal year, or any community college located in a city with a population of 1,000,000 or more, such supplemental State financial assistance shall be made available only if the college's revenues from local sponsor's contributions either in the aggregate or per full-time equivalent student coming from the sponsorship area, and full-time and part-time student tuition rates, are maintained at not less than the comparable actual rates in the 1990-91 community college fiscal year. The total State aid paid to any college for the 1991-92 community college fiscal year may exceed the statutory limitations of one-third or two-fifths of operating costs of the college only if the amount of aid for full-time equivalent students in technical and business programs approved for a college pursuant to this section would cause the statutory limitations to be exceeded. In such cases the amount that the total State aid may exceed the statutory limitations shall not be greater than the amount of supplemental State financial assistance approved pursuant to this section for full-time equivalent students in technical and business programs.

(1) Notwithstanding the provisions of this section, assistance payable for the 1991-92 community college fiscal year on the basis of full-time equivalent credit enrollment and non-credit remedial enrollment shall be paid on an aidable college enrollment defined to be the greater of:

(i) The actual full-time equivalent credit enrollment and non-credit remedial enrollment for the 1990-91 community college fiscal year; or

(ii) The sum of the following: 50 percent of the actual full-time equivalent credit enrollment and non-credit remedial enrollment for college fiscal year 1990-91, plus 30 percent of the actual full-time equivalent credit enrollment and non-credit reme-

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dial enrollment for college fiscal year 1989-90, plus 20 percent of the actual full-time equivalent credit enrollment and non-credit remedial enrollment for college fiscal year 1988-89. For such enrollment full assistance is payable as provided in clause (a) of subparagraph (iii) of paragraph (1) and clause (a) of subparagraph (iii) of paragraph (2) of subdivision (c) of this section.

(2) Local sponsors may use funds contained in reserves for excess student revenue, excluding any excess student revenues attributable to the 1991-92 community college fiscal year, for operating support of the community college program even though said expenditure may cause expenses from student revenues to exceed one-third of the college's net operating budget provided that such funds do not cause the college's revenues from the local sponsor's contributions in aggregate to be less than the comparable rates for the previous community college fiscal year.

(e) *State financial assistance for part-time students.* Notwithstanding any other provisions of this subchapter, community colleges operating under the program of State University of New York shall be eligible, within the amounts appropriated therefor, for State financial assistance for the 1991-92 community college fiscal year in an amount for each part-time student enrolled in credit bearing courses equal to the proportion of part-time students enrolled in credit bearing courses in each community college to the total enrollment of part-time students in credit-bearing courses in all community colleges multiplied by the State financial assistance available for part-time students in the 1991-92 community college fiscal year. Notwithstanding any other provisions of this subchapter, community colleges sponsored by City University of New York shall be eligible, within the amounts appropriated therefor, for State financial assistance for the 1991-92 community college fiscal year in an amount for each part-time student enrolled in credit bearing courses equal to the proportion of part-time students enrolled in credit bearing courses in each community college to the total enrollment of part-time students in credit-bearing courses in all community colleges multiplied by the State financial assistance available for part-time students in the 1991-92 community college fiscal year. For purposes of this subdivision, a part-time student is one who is enrolled in not more than eleven credit hours. Such financial assistance is provided to meet the costs of services for part-time students enrolled in credit-bearing courses including, but not limited to, student support services.

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602.9 Amendments to college operating budget requests.

(a) Subject to the approval of the sponsor, and within the total college operating budget, the college trustees may transfer appropriations from one function or object of expense account to another.

(b) Amendments to increase the total college operating budget or the State financial assistance may be effected by the college trustees with the approval of the sponsor and State University trustees. Anticipated requests for amendments to increase the total operating budget or the State financial assistance shall be reported to and discussed with the Chancellor of State University or his designee at the earliest possible date, in order that the need for changes in college operations from those described in the budget first approved can be fully analyzed and understood.

(c) Prior to filing with the State University of New York, the request to increase the total college operating budget or the State financial assistance shall have been approved and certified by the college trustees and the sponsor.

(d) The Chancellor of State University shall take appropriate action relative to the request to amend the total operating budget in the amount of five percent of the approved total operating budget or $150,000, whichever is smaller, and the State University Board of Trustees shall take appropriate action relative to the request to amend the total college operating budget in amounts greater than five percent of the approved total operating budget or $150,000 whichever is smaller.

(e) The Chancellor of State University of New York shall take appropriate action relative to the request to amend the State financial assistance in the amount of five percent of the approved State financial assistance or $150,000, whichever is smaller, and the State University Board of Trustees shall take appropriate action relative to requests to amend the State financial assistance in amounts greater than five percent of the approved State financial assistance or $150,000, whichever is smaller.

602.10 College tuition and fees.

(a) On or before the date prescribed by the Chancellor of State University or his designee, the college shall file the tuition and fee schedule with State University of New York for the college fiscal year commencing on July 1 or September 1.

(b) The college tuition and fee schedule shall be filed in accordance with article 126 of the Education Law, this Subchapter, and the manual for community college business offices, and on the forms and in accordance with the instructions promulgated by the Chancellor of the State University or his designee.

(c) *Student tuition and fees.*

(1) Student fees are service fees, such as laboratory fees, late registration fees and transcript fees, and will be applied as offsetting revenues of the operating costs. Student revenue fees, such as registration fees, may not be charged.

(2) The full-time tuition rate for residents of the sponsorship area, and nonresidents of the sponsorship area presenting certificates of residence, shall not exceed $1,750 per academic year of two semesters or three quarters.

(3) The full-time tuition rate for master's degree level programs offered pursuant to the authorization set forth in subdivision (2) of section 6302 of the Education Law shall be not more than $2,450 per academic year of two semesters or three quarters.

(4) The part-time tuition rate for residents of the sponsorship area, and nonresidents of the sponsorship area presenting certificates of residence, shall be no more than 1/24th the maximum full-time tuition rate per academic year for those colleges operating on a semester system, rounded up to the nearest whole dollar, and no more than 1/36th the maximum full-time tuition rate per academic year for those colleges operating on a quarter system, rounded up to the nearest whole dollar.

(5) The part-time tuition rate shall be expressed in terms of a rate per credit hour.

(6) The full-time tuition rate shall be applicable to those students enrolled in 12 or more credit hours, or credit hour equivalents in the case of noncredit courses and programs, per academic term; and the part-time tuition rate shall be charged for those students enrolled in less than 12 credit hours, or credit hour equivalents in the case of non-credit courses and programs, per academic term, including summer sessions and winter intersessions.

(7) Non-credit courses eligible for State aid shall be equated to credit hours in accordance with the procedures published by the State University of New York in the glossary section of the Official Enrollment Requests in accordance with procedures established by State University trustees.

(8) Fees charged for all courses and programs not allowable for State aid shall be sufficient in the aggregate to support the total costs of all such courses and programs.

(9) The full-time and part-time tuition rates for out-of-state students and nonresident students not presenting certificates of residence shall be not more than three times the full-time and part-time tuition rates, respectively, for residents of the sponsorship area and nonresidents of the sponsorship area presenting certificates of residence.

(d) Prior to filing with the State University of New York, the tuition and fee schedule shall have been approved by the college trustees, and shall contain a certification to this effect by either the chairperson or secretary of the college trustees.

(e) The tuition and fee schedule shall be subject to approval by State University trustees.

(f) *Deferral of payment of tuition and fees by veterans.* Upon request by a student who is an eligible veteran, the payment of tuition and fees, less the amounts payable for such purposes from scholarships or other financial assistance awarded said veteran pursuant to article 13 or 130 of the Education Law or any other community college, State or Federal financial aid program, shall be deferred in such amounts and until such times as the several payments of veterans' benefits under the Veterans' Readjustment Benefit Act of 1966, as amended, are received by the veteran, provided that the veteran has filed a claim for such benefits and presents to the community college proof of eligibility, extent of entitlement to benefits, and the need for deferral until the receipt of such benefits. The board of trustees of a community college may promulgate such additional regulations and procedures, not inconsistent with this section, as may be required to facilitate implementation of this regulation.

(g) Tuition payments are to be recorded for all students except citizens 60 years of age or over who are auditing courses on a space-available basis.

(2) divide the result of paragraph (1) by the budgeted number of full-time equivalent students;

(3) adjust the result of paragraph (2) by an amount to be calculated as follows:

(i) during the 1983-84 fiscal year, 20% of the difference between budgeted and actual operating cost per full-time equivalent student for the 1981-82 fiscal year;

(ii) during the 1984-85 fiscal year, 40% of the difference between budgeted and actual operating cost per full-time equivalent student for the 1982-83 fiscal year;

(iii) during the 1985-86 fiscal year, 60% of the difference between budgeted and actual operating cost per full-time equivalent student for the 1983-84 fiscal year;

(iv) during the 1986-87 fiscal year, 80% of the difference between budgeted and actual operating cost per full-time equivalent student for the 1984-85 fiscal year;

(v) during the 1987-88 fiscal year and thereafter, 100% of the difference between budgeted and actual operating cost per full-time equivalent student for the most recent fiscal year for which an annual financial report is available;

(4) round down the result of paragraph (3) to the next lower multiple of ten dollars ($10.00).

602.12 Annual financial report.

(a) Pursuant to section 30 of the General Municipal Law, the annual financial report shall be certified by the chief fiscal officer of the college and shall be filed with the State Comptroller within 60 days after the close of the college fiscal year. The chief fiscal officer is the college treasurer for purposes of this certification.

(b) The annual financial report shall be in compliance with article 126 of the Education Law, this Subchapter, the Uniform System of Accounts for Community Colleges, and the manual for community college business offices, and on the forms and in accordance with instructions promulgated by the State Comptroller.

(c) The State University of New York, which shall also receive copies of the annual financial report, shall review the annual financial report for the purposes of the initial determination of the State liability.

(d) Any overpayment in State financial assistance for operating costs, as determined in the review of the annual financial report, shall be deducted from the second quarterly advance payment of State aid for the succeeding college fiscal year.

(e) The college shall be subject to State audit by the Department of Audit and Control for the purpose of the final determination of the State liability.

602.13 Internal business practices.

(a) Subject to appropriate Federal, State and local laws and regulations, policies and practices relating to the following activities are matters of local determination:

(1) internal business and financial policies and practices;
(2) faculty-student association policies and activities;
(3) student activity programs and fees;
(4) equipment and supplies inventory and utilization control;
(5) administration of Federal and State grants and student financial aid programs;
(6) the admission of out-of-State and foreign students;
(7) participation in interstate and international consortia;
(8) purchasing;
(9) disbursement;
(10) attendance;
(11) payroll;
(12) cash control; and
(13) investment procedures.

(b) For purposes of guidance, the State University trustees shall provide the colleges with appropriate guidelines made available by the State Comptroller relating to such activities as cash control, equipment inventory control and utilization, and time-attendance and payroll.

PART 603

THE COLLEGE CAPITAL BUDGET

(Statutory authority: Education Law, §355(1)(c))

Sec.
603.1 State assistance for capital costs
603.2 Form of the capital budget
603.3 The capital budget, a continuing budget
603.4 Architectural fees for design and supervision of construction of buildings
603.5 Real property
603.6 Amendment to the capital budget
603.7 Capital cost chargeback for nonresident students
603.8 Campus reporting system

Section 603.1 State assistance for capital costs.

(a) The maximum amount of State financial aid for capital costs of community colleges shall be limited to one half of the amount of capital expenditures approved by the State University trustees. Such expenditures shall be deemed to include the value of any property or services furnished by a local sponsor or sponsors as its or their share of capital costs as fixed by the State University trustees with the approval of the Director of the Budget in accordance with law. Proposed capital expenditures shall be submitted for approval in the form of capital budgets. In their determination on such proposals, the State University trustees will give due consideration to the master plan, the relationship of the proposed expenditures to the facilities to be furnished thereby and the need for such facilities with respect to the potential number of students and the area to be served by the community college concerned. In any case, where a local sponsor has received State financial assistance based on expenditures for capital facilities of a community college and shall thereafter dispose of such facilities either by sale, other than in part payment for a new article, or by discontinuance of their use for community college purposes, State financial assistance for costs of any new capital facilities shall be limited by crediting to such assistance otherwise payable an amount computed as follows: one half, or if the State contributed less than one half, such lesser percentage of original capital costs as may have been paid by the State, of the value of such facilities at the time so disposed of as fixed by the State University trustees with the approval of the Director of Budget, but in no event shall such value be fixed for such purpose at more than the original cost of such facilities nor less than the amount actually received by the local sponsor upon sale thereof.

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(b) Upon approval by the State University trustees, the capital construction budget shall be forwarded to the Governor with a request for inclusion in the Executive Budget request to the Legislature. Where an appropriation is passed for a construction project, the local sponsor may arrange for financing and construction with the Dormitory Authority of the State of New York with the approval of the State University trustees and the Director of the Budget. The State University trustees will not approve any application or agreement for financing unless an appropriation has been made for the project. The capital construction will be financed by the local sponsor with the approval of the Dormitory Authority or pursuant to the terms of an agreement between the local sponsor and the Dormitory Authority with the approval of the Director of the Budget and the State University trustees. The State shall annually thereafter appropriate and pay to the local sponsor 50 percent of the costs of financing, to be disposed of pursuant to the foregoing agreements or approvals.

603.2 **Form of the capital budget.** Capital budgets shall be prepared in accordance with procedures and in the form required by the State University and the local sponsor.

603.3 **The capital budget, a continuing budget.** Capital budgets, unlike operating budgets, do not terminate annually but are continuing. Once approved by the local sponsor and the University trustees, capital budgets can be amended by action of the sponsor and State University trustees. A separate capital budget is required for each project. The following items are properly included in a capital budget. The list is not intended to be all-inclusive. Other items necessary for the creation of new or additional facilities may be considered for inclusion.

(a) Acquisition of real property.

(b) Site selection studies, surveys, appraisals, relocation of tenants and owners, demolition and other costs of acquiring real property.

(c) Preparation of plans and specifications.

(d) Supervision and inspection of construction.

(e) Construction of new facilities.

(f) Major changes in the function, use or capacity of existing facilities.

(g) Alterations and improvements to existing facilities.

(h) Identification, design and specification of capital equipment.

(i) Acquisition and installation of equipment in new construction.

(j) Acquisition and installation of equipment in projects involving major changes.

603.4 Architectural fees for design and supervision of construction of buildings. The fees for architectural services shall not exceed the amounts determined from the schedule of fees established by the chancellor, or designee.

603.5 Real Property.

(a) *Acquisition of real property.* Real property may be acquired for community college facilities by gift only after the State University trustees have approved the selection of the site, and by purchase or condemnation only after an appraisal has been prepared and the State University trustees have approved the selection of the site, the educational value of the property and a capital budget which includes the acquisition costs.

(b) *Appraisal of real property.* Any appraisal of real property required by this Subchapter shall be prepared by an appraiser selected by the State University, approved by the college trustees and engaged by the college or sponsor. Prior to the enactment of an appropriate capital budget, appraisal costs shall be paid in the first instance by the sponsor or the college. Any appraisal required by this Subchapter shall be dated within one year of the date of the transfer of title of the real property.

(c) *Title to real property.* Title to the real property shall be vested with the sponsor, and the real property shall be dedicated to be held in trust for the college with a resolution of the governing legislative body of the sponsor, which resolution shall describe the parcel by a metes and bounds description. The description shall be incorporated into a deed which shall place the property in trust on behalf of the community college, which deed shall be filed and recorded in the office of the county clerk in which the property is located.

(d) *Disposal of real property.* A local sponsor may dispose of real property if the college board of trustees and the State University have passed resolutions declaring that the property is no longer useful or required for community college purposes and the minimum rental and the market value at the time of disposal has been determined by an appraisal and approved by the State University trustees. The following methods of disposal are approved:

(1) sale to the sponsor for not less than the market value; or

(2) sale by competitive bidding to the highest bidder as approved by the local sponsor and State University; or

(3) by method applicable to local sponsor and approved by the State University trustees.

In the event the disposal cannot be prudently considered or no buyer can be found, the sponsor shall endeavor to lease the property in the following matter:

(4) rental to the sponsor for not less than the minimum rental; or

(5) rental to a third party for not less than the minimum rental.

In any case, where a local sponsor has received State financial assistance based on expenditures for community college capital facilities and the local sponsor shall thereafter dispose of such facilities by sale or by discontinuance of their use for community college purposes, State financial assistance for costs of any new capital facilities shall be reduced by crediting to such assistance otherwise payable an amount computed as follows:

(6) one half of the value of such facilities at the time so disposed of as fixed by the State University trustees with the approval of the Director of the Budget; or

(7) if the State contributed less than one half, such lesser percentage of original capital costs as may have been paid by the State; and

(8) in no event shall such value be fixed for such purpose at more than the original cost of such facilities nor less than the amount actually received by the local sponsor upon the sale thereof.

Where disposal of the real property is in part payment for a new capital article for community college purposes, this section shall not apply.

603.6 Amendment to the capital budget. Action to amend an approved capital budget shall be initiated by the college administration and be approved by the college trustees, sponsor(s) and State University trustees. In requesting action by the State University trustees, the college administration shall submit copies of the official resolutions requesting the amendment and the amount of the amendment as enacted by the college trustees and sponsor(s).

603.7 Capital cost chargeback for nonresident students.

(a) Monies received from the chargeback to the counties of residence of nonresident students of amounts on account of capital costs of the local sponsor shall be deposited in the community college fund in accordance with subdivision 5-b of section 6304 of the Education Law and shall be separately accounted for within said fund, and be used:

(1) to meet the sponsor's share of the costs of acquisition of land and the acquisition, construction or rehabilitation of buildings.

(2) to reduce indebtedness of the sponsor incurred for capital costs of a community college;

(3) to pay the sponsor's costs of financing such indebtedness; and

(4) for the sponsor's share of such other purposes as are normally permitted within an approved capital construction budget.

(b) Capital chargeback monies may be expended to pay for up to one-half the purchase price of equipment. Such purchases shall be limited to those items of equipment which require significant expenditure of funds, and which are intended to be used primarily in technological and business curricula. For purposes of this section, and in accordance with generally accepted accounting principles, equipment shall include only those articles that:

(1) are a tangible asset; and

(2) possess a useful life of at least two (2) years; and

(3) have a unit cost of five thousand dollars ($5,000.00) or more; or

(4) upon approval of the chancellor, or his designee, are purchased in quantity for a single educational or

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administrative purpose, have a unit cost of one thousand dollars ($1,000.00) or more, and an aggregate value for all units purchased for such single purpose of fifteen thousand dollars ($15,000.00) or more.

In no event shall such expenditures qualify for state financial aid as capital costs.

(c) Payment of said monies for the foregoing purposes shall be made to the sponsor of the community college from the community college fund.

(d) The term *year* shall be defined to mean an academic year with respect to the chargeback of amounts on account of capital costs.

(e) Effective with the academic terms commencing on or before January 1, 1976, the annual charge to the counties by the college, up to a maximum of $300, shall be apportioned according to the following schedule:

(1) for full-time students--one half of the approved charge per term for those colleges operating on the semester system up to the approved amount, and one third per term for those colleges on the quarter system up to the approved amount; and

(2) for part-time students where the approved rate is $300--$10 per semester credit hour or $6.67 per quarter credit hour; where the approved rate is $200--$6.67 per semester credit hour or $4.43 per quarter credit hours.

(f) Effective with academic terms commencing on or after January 1, 1976, each community college shall request a capital chargeback rate by May 1 for the succeeding community college fiscal year. Such application shall include justification for approval of the charge, which shall indicate the amount of the approved capital expenses of the college and the chargeback reserves on hand. Determination of chargeback amount shall be based on the following guidelines:

(1) Any community college which has received State University trustee authorization for a capital project as included in the capital construction budget request for purposes set forth in subdivision (a) of this section, may charge $300 annually until the fund equals the local share and the State's share if the local sponsor is authorized to finance the State's share of any such approved project. Such college may deduct the amount of

the local share and the State's share of such approved project from the accumulated fund prior to calculating the additional capital charge referred to in paragraph 2) of this subdivision; and

(2) Any college which is using at least 50 percent of the capital charge monies collected in the current year for the sponsor's share of expenditures as set forth in subdivision (a) of this section may charge $300 during such year; provided that if the fund exceeds $500,000 but is less than $1,000,000 the college may charge $200 annually, and if the fund is equal to or greater than $1,000,000 no charge may be collected. Any college using less than 50 percent of the monies currently collected may not collect a capital charge.

603.8 Campus reporting system. The University has developed a reporting system for all capital construction projects at community colleges. This system is known as State University of New York Procedures and Standards for Community College Capital Construction.

PART 604

ADMINISTRATION OF THE COLLEGE

(Statutory authority: Education Law, §355(1)(c))

Sec.
604.1 Responsibilities and duties of the local sponsor
604.2 Responsibilities and duties of the college trustees
604.3 Responsibilities and duties of the president
604.4 Student members of board of trustees

Section 604.1 Responsibilities and duties of the local sponsor. [Additional statutory authority: L. 1969, chs. 174, 340]

(a) ***Establishment of the college.*** It is the responsibility of the sponsor to formulate a plan for the establishment of a community college in accordance with article 126 of the New York State Education Law.

(b) ***Financing of the college.*** The sponsor in approving the college budget shall provide one half, or so much as may be necessary, of the amount of the capital costs, and at least one third or, in the case of a college implementing an approved plan of full opportunity, four fifteenths, or so much as may be necessary, of the annual operating costs. Approval of the college budgets shall be in accordance with provisions of the standards and regulations of the State University trustees. The expenditure of budgeted funds shall be in accordance with the alternative auditing plans described in article 126 of the New York State Education Law.

(c) ***College property.*** The sponsor shall accept and hold title to all buildings, equipment and grounds provided for the purposes of the college and acquired through the approved budgets of the college.

604.2 Responsibilities and duties of the college trustees. Under the time-honored practice of American colleges, trustees of colleges, as legal official bodies corporate, concentrate on establishing policies governing the college, and delegate responsibility for the administration and execution of those policies to their employed professional administrators. The college trustees, subject to the approval of the State University trustees, shall appoint a president (whether permanent, acting, or interim), approve curricula, approve budgets, establish tuition and fees (within legal limits), approve sites and temporary and permanent facilities. Approval or disapproval of the appointment of a president by the State University trustees shall be made in accordance with the State University trustees guidelines for the selection and approval of such appointments. The guidelines shall include a procedure for the State University trustees to receive the recommendation of the chancellor concerning such appointment. The college trustees shall provide for the awarding of certificates and diplomas, and the conferring of appropriate degrees on the recommendation of the president and the faculty. In addition, the college trustees upon the recommendation of the president shall appoint personnel, adopt salary schedules, and approve the organizational pattern of the college.

(a) The college trustees shall formulate and record the policies and procedures of appointment and conditions of employment of the president and other professional administrative staff responsibility for the following:

  (1) personnel policies, including the following:

    (i) appointments, promotions and dismissals of faculty members;

    (ii) conditions of employment, leaves of absence and sabbatical leave;

    (iii) rules and regulations to which faculty are expected to adhere;

    (iv) statements regarding academic freedom; and

    (v) subject to the local and State civil service regulations, the working conditions for nonacademic personnel and fixed rates of compensation;

  (2) creations of divisions, departments, and appropriate administrative and academic positions and definition of duties to carry out the objectives of the college;

  (3) regulations governing the behavior and conduct of students and guiding the cocurricular program of the college;

  (4) authorization and supervision of travel for the purposes of the college;

  (5) care, custody, control and management of land, grounds, buildings, equipment and supplies used for the purposes of the college for carrying out its objectives;

  (6) use of college facilities for outside organizations;

(7) admission of students;

(8) preparation of a budget for operation of the college for submission to and approval by the local sponsor and the State University trustees;

(9) preparation of capital equipment and capital construction budgets;

(10) use of college facilities for research, consultation or other contractual services pursuant to the educational purposes of the college, in accordance with regulations of the college trustees and upon reimbursement to the college on a fair and equitable basis for the use of facilities or equipment; and

(11) make available for inspection all college policies and procedures at the college for the convenience and information of members of the college constituency.

604.3 Responsibilities and duties of the president. The president of the college, as the chief executive officer responsible to the college trustees, is responsible for providing general educational leadership and for promoting the educational effectiveness of the institution in all its aspects. In this regard, the president will perform the following duties:

(a) Carry out, execute and administer all policies of the college trustees and the State University trustees;

(b) Formulate and present to the college trustees, for their action, recommendations on:

(1) curriculum;

(2) budgets;

(3) salary schedules and salaries;

(4) personnel appointments, promotions, retention and retrenchment;

(5) organizational structure;

(6) planning and management of facilities; and

(7) granting of degrees or certificates;

(c) Administration of collective negotiations agreements;

(d) Submit an annual report on the operation of the college to the college trustees, and prepare such other reports and the college trustees or State University of New York may require;

(e) Assure the preparation of a faculty handbook in which the role of the faculty in the administration and advancement of the college is described (see also section 605.1 of this Subchapter);

(f) Assure the preparation of documents needed for orientation and guidance of students attending the college.

604.4 Student members of boards of trustees.

(a) ***General procedures.*** The following guidelines shall govern the rules and regulations to be promulgated regarding the election of the student members of boards of trustees:

(1) The *representative campus student association*, hereinafter referred to as the *association*, shall mean the campus duly recognized representative student governance organization. Where more than one representative student governance organization has been recognized at any campus, representatives of each shall advise, consult and share responsibility for the preparation and promulgation of rules and regulations in such manner as may be mutually agreed upon.

(2) The association, or such organization as may be mutually agreed upon pursuant to this subdivision in the case of multiple student governance organizations prior to October 1, 1975, or as soon thereafter as may be practicable, shall conduct an election and certify a successful candidate to the chairman of the board of trustees. Such member-elect shall hold office from October 1, 1975. In each succeeding year, the election shall be conducted prior to July 1 and each elected member shall serve for one calendar year.

(b) ***Guidelines.*** The rules and regulations to be promulgated by the association, or in such manner as may be mutually agreed upon pursuant to paragraph (1) of subdivision (a) of this section in the case of multiple student governance organizations, shall fix and define the following:

(1) the time and place of such election;

(2) the eligibility of electors, except that eligibility shall not be limited to undergraduate students or full-time students only;

(3) the manner of qualifying as a candidate for election, except that in the event that a student member ceases to be a student at the institution, he shall be required to resign;

(4) the form and content of notification to the electors of the time and place of the election and the duties of the office;

(5) the form of ballots, the location of polling places, the time such pools shall be open, the manner of casting ballots, the procedures for tallying and reporting the completed vote;

(6) the manner in which election irregularities, if any, may be expeditiously resolved; and

(7) the manner in which an elected student member may be removed.

PART 605

INSTITUTIONAL PROCEDURES AND REGULATIONS

(Statutory authority: Education Law, §355(1)(c)

Sec.
605.1 Faculty role
605.2 Admission of students
605.3 Academic regulations
605.4 Regulations governing students
605.5 Intercollegiate sports
605.6 Use of college facilities

Section 605.1 Faculty role. The faculty shall participate in the formulation of the policy relating to student health, scholarship, standards of admission, attendance and discharge of students, curriculum and other study programs, the granting of degrees, student activities, extra-curricular activities and student discipline. The faculty shall also present recommendations to the president regarding (a) the instructional budget, and (b) appointments, reappointments, tenure, special salary increments, promotions and leaves of absence of members of the instructional staff.

605.2 Admission of students. Admission to college programs shall be based on the qualification of the applicant and shall be granted without regard to race, color, sex, age, religion, creed or national origin. The college shall define and publish admission procedures to that all applicants may know of the policies, standards and admission requirements of the institution.

605.3 Academic regulations.

(a) Regulations pertaining to length of college year, definition of credit hours, requirements for degrees, extension programs, and summer or special sessions shall be governed by the regulations of the New York State Commissioner of Education.

(b) *Student records.*

(1) The college shall maintain a permanent individual academic record of all students.

(2) Admission records of students who were rejected for admission or who did not attend, although accepted, shall be kept on file for at least three years.

(3) All other records of the college shall be held in accordance with regulations of the State of New York.

(c) *College catalog.* The college shall publish a catalog containing the academic standards and regulations, including the philosophy and purposes of the college; the requirements for admission for degrees; costs of attendance, including tuition and fees; description of courses and curricula; and regulations and policies pertaining to the dismissal of students.

(d) *College calendar.* The calendar of scheduled academic and cocurricular activities shall give close consideration to avoidance of conflicts with high religious holidays of the major faiths.

605.4 Regulations governing students. Student organizations on community college campuses of the State University of New York which affiliate with national organizations shall file with the chief administrative officer, or his designee, a certification which is satisfactory to the chief administrative officer, or his designee, that the constitution, bylaws, policies, regulations and practices of the organization do not restrict membership on the basis of race, creed, national origin, sex, age or disability, except as may be specifically exempted by Federal or State laws or regulations, and, further, that the active membership of the campus affiliate has authority independent to any national organization to determine membership in the campus affiliate.

605.5 Intercollegiate sports.

(a) Personal services and fringe benefit expenses for coaches may be included in the operating budget.

(b) Costs for transportation of intercollegiate athletic teams or of students to attend athletic contests shall be a direct charge to the student-athletic association, faculty-student corporation, or other similar organization. Other expenses, such as payment of officials, purchases of uniforms and athletic equipment, guarantees and other related intercollegiate athletic expenses, shall not be included in the operating budget of the institution.

605.6 Use of college facilities. Subject to the approval of the college trustees, the college may permit the use of college facilities for programs or meetings of community interest and sponsored by bona fide nonprofit organizations. The use of the educational facilities or services shall not be denied on the basis of sex, race or creed, or on any other discriminatory basis contrary to the laws of the State of New York.

PART 606

ARTICLES OF ORGANIZATION--FACULTY COUNCIL OF COMMUNITY COLLEGES

(Statutory authority: Education Law, §355(1)(c))

Sec.

606.1 Name
606.2 Purposes
606.3 Membership
606.4 Election and term of delegates
606.5 Duties
606.6 Vacancies and succession
606.7 President: election, duties and term
606.8 Vice president/treasurer: election, duties and term
606.9 Secretary: election, duties and term
606.10 Executive committee: membership, powers, duties and removal
606.11 Regular meetings
606.12 Special meetings
606.13 Adoption
606.14 Procedure

Section 606.1 **Name.** There shall be a faculty council of community colleges which operate within the program of the State University of New York.

606.2 **Purposes.**

(a) The council shall study matters relating to community college faculty and to educational problems, policies and programs, and in those areas:

(1) provide opportunity and structure for the faculties of community colleges to formulate positions on policy matters of common interest to the community colleges for transmittal to community college presidents, trustees and sponsors;

(2) provide an opportunity for the faculties of the community colleges to act in an advisory, consultative and planning capacity to the Chancellor of the University;

(3) provide a forum for the consideration of matters of common interest to the faculties of the community colleges;

(4) provide means for the interchange of ideas among the faculties of the community colleges and between the faculties and the administration of the university; and

(5) provide an additional channel of communication between the university administration and local governing boards of the community colleges.

(b) The council will work with the faculty senate of the State University of New York on matters of common concern in the conduct of university affairs.

(c) The council will establish the necessary rules for its operations, consistent with this Part.

606.3 **Membership.** The voting members of the council shall include one faculty delegate from each community college, the president of the faculty council, and the immediate past president of the faculty council. The president shall be entitled to vote only in the case of a tie. Nonvoting members of the council shall include two representatives of the State University office of community colleges, the SUNY faculty senate president (or designee), and one representative of the Association of Presidents of Public Community Colleges.

606.4 **Election and term of delegates.** The faculty of each community college shall elect a delegate and an alternate in a manner as they may establish by local faculty bylaws. The delegate's and alternate's names shall be forwarded to the president of the faculty council. Delegates shall serve for three year terms. The college shall determine the means of providing a voting representative if neither delegate nor alternate can attend a meeting.

606.5 **Duties.** Council members shall represent the faculty at faculty council meetings, participate in committee functions and perform other duties as described by this Part and/or bylaws.

606.6 **Vacancies and succession.** A vacancy will be deemed to exist when a delegate cannot fulfill the responsibilities of the position in accordance with local bylaws or when elected to the position of president. At such time the alternate shall succeed as campus representative to the faculty council for the unexpired term. The local faculty shall hold another election in the same manner as the original to fill the unexpired term of the alternate.

606.7 **President: election, duties and term.**

(a) There shall be a president of the faculty council, who shall be elected at the appropriate spring meeting of the faculty council. The president shall be the presiding officer of the faculty council. The president's power shall include, but not be limited to:

(1) appointing committees and receiving and transmitting reports of such committees where required;

(2) representing the faculty council at appropriate functions;

(3) designating the time and place of semi-annual meetings;

(4) exercising such other powers as granted by this Part, the faculty council bylaws and appropriate State laws.

(b) The president shall serve for two years, commencing the first day of June in the year of election, and shall be a voting member of the council as immediate past president during the term of the successor. In the event that the faculty council election is not held prior to the expiration of the term, the president will remain in office until a successor is elected.

606.8 Vice president/treasurer: election, duties and term.

(a) There shall be a vice president/treasurer of the faculty council, who shall be elected at the appropriate spring meeting of the faculty council. The vice president/treasurer:

(1) shall preside when the president is absent or unable to act;

(2) shall succeed the president if the vacancy exists for the duration of the unexpired term;

(3) shall be responsible for planning the budget; and

(4) shall perform related duties as designated by the president, this Part, or bylaws.

(b) If a vacancy occurs in the office of vice president/treasurer, the president will appoint a member of the faculty council to that position until the next regular meeting. At that time a vice president/treasurer will be elected to fill the unexpired term.

(c) The vice president/treasurer shall serve for one year, commencing the first day of June in the year of election. The person elected to serve as vice president/ treasurer during the second year of the president's term shall be president-elect.

606.9 Secretary: election, duties and term.

(a) There shall be a secretary of the faculty council, who shall be elected at the appropriate spring meeting. The secretary:

(1) shall make and keep minutes of the council and maintain the council archives;

(2) shall be custodian of all other records of the council;

(3) shall exercise such other related powers and duties as may be delegated by the president;

(4) shall call a special meeting of the executive committee in the event vacancies occur in the offices of president and vice president/treasurer simultaneously. The purpose of the meeting shall be to appoint an acting president to serve until the next regular meeting, at which time an election shall be held to fill the unexpired terms of president and vice president/treasurer.

(b) The secretary shall serve for a term of one year, commencing the first day of June in the year of election. If a vacancy occurs in the office of secretary, the president will appoint a member of the faculty council to that position for the unexpired term.

606.10 Executive committee: membership, powers, duties and removal. There shall be an executive committee, which shall be comprised of the president of the faculty council, the vice president/treasurer, secretary, the immediate past president, the chairs of standing committees, and a representative of the State University office of community colleges. The duties of the executive committee will include planning meetings, developing agendas, and giving counsel to the president. The executive committee shall function on behalf of the faculty council at such times as the faculty council is not in plenary session.

606.11 Regular meetings. Regular meetings of the council shall be held twice a year at such times and places as may be designated by the president. All meetings shall be conducted under Robert's Rules of Order.

606.12 Special meetings. Special meetings of the council may be called by the president at the president's discretion, and shall be called by the president upon the written request of a majority of the executive committee or at least one fourth of the members of the council. The president shall designate the times and places of such special meetings, which shall be held as early as possible.

606.13 Adoption. The council may adopt, amend or repeal such bylaws as it deems advisable, consistent with this Part, governing its activities and procedures.

606.14 Procedure.

(a) Proposed amendments to this Part may be recommended to the board of trustees of the university by a two-thirds vote of those faculty delegates present, but in no case shall the total number of confirming votes cast be less than 50 percent of the member community colleges.

(b) At the time these articles are adopted, the current executive committee members shall remain in office for the duration of the terms for which they were elected.

PART 607

PROCEDURE FOR AMENDING REGULATIONS

(Statutory authority: Education Law, §355(1)(c))

Sec.
607.1 Amendments

Section 607.1 **Amendments.** Amendments to this Subchapter may be initiated by community college trustees, members of professional staffs of community colleges, community college sponsors, members of their professional staffs, State University trustees and by members of the professional staff of State University of New York central administration. Proposed amendments shall be reported to the chancellor or his designee, who will be responsible for having the proposals reviewed by representatives of the community college administrators and faculty and for reporting recommendations to the State University trustees. The chancellor, or his designee, shall also initiate periodic review of this Subchapter.

(7) admission of students;

(8) preparation of a budget for operation of the college for submission to and approval by the local sponsor and the State University trustees;

(9) preparation of capital equipment and capital construction budgets;

(10) use of college facilities for research, consultation or other contractual services pursuant to the educational purposes of the college, in accordance with regulations of the college trustees and upon reimbursement to the college on a fair and equitable basis for the use of facilities or equipment; and

(11) make available for inspection all college policies and procedures at the college for the convenience and information of members of the college constituency.

604.3 Responsibilities and duties of the president. The president of the college, as the chief executive officer responsible to the college trustees, is responsible for providing general educational leadership and for promoting the educational effectiveness of the institution in all its aspects. In this regard, the president will perform the following duties:

(a) Carry out, execute and administer all policies of the college trustees and the State University trustees;

(b) Formulate and present to the college trustees, for their action, recommendations on:

(1) curriculum;

(2) budgets;

(3) salary schedules and salaries;

(4) personnel appointments, promotions, retention and retrenchment;

(5) organizational structure;

(6) planning and management of facilities; and

(7) granting of degrees or certificates;

(c) Administration of collective negotiations agreements;

accordance with the State University trustees guidelines for the selection and approval of such appointments. The guidelines shall include a procedure for the State University trustees to receive the recommendation of the chancellor concerning such appointment. The college trustees shall provide for the awarding of certificates and diplomas, and the conferring of appropriate degrees on the recommendation of the president and the faculty. In addition, the college trustees upon the recommendation of the president shall appoint personnel, adopt salary schedules, and approve the organizational pattern of the college.

(a) The college trustees shall formulate and record the policies and procedures of appointment and conditions of employment of the president and other professional administrative staff responsibility for the following:

(1) personnel policies, including the following:

(i) appointments, promotions and dismissals of faculty members;

(ii) conditions of employment, leaves of absence and sabbatical leave;

(iii) rules and regulations to which faculty are expected to adhere;

(iv) statements regarding academic freedom; and

(v) subject to the local and State civil service regulations, the working conditions for nonacademic personnel and fixed rates of compensation;

(2) creations of divisions, departments, and appropriate administrative and academic positions and definition of duties to carry out the objectives of the college;

(3) regulations governing the behavior and conduct of students and guiding the cocurricular program of the college;

(4) authorization and supervision of travel for the purposes of the college;

(5) care, custody, control and management of land, grounds, buildings, equipment and supplies used for the purposes of the college for carrying out its objectives;

(6) use of college facilities for outside organizations;

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New York State Consolidated Laws

Education

ARTICLE 8
STATE UNIVERSITY AND STATE FINANCIAL ASSISTANCE FOR HIGHER EDUCATION

Section 350. Definitions.
351. State university mission.
352. State university of New York established.
353. State university trustees.
354. Powers and duties of state university trustees-planning functions.
355. Powers and duties of trustees--administrative and fiscal functions.
355-a. Powers and duties of trustees--personnel functions.
355-b. Investments in designated obligations; indemnifications.
355-c. College opportunity to prepare for employment.
356. Councils of state-operated institutions; powers and duties.
357. Statutory or contract colleges.
358. State aid for certain higher educational institutions.
359. Reports of the state university trustees.
360. Powers to regulate traffic on university grounds.
364. Separability.
365. Construction.

S 350. Definitions. As used in this article, unless the context shall otherwise require, the following terms shall mean:

1. "State university." The state university created by this article.

2. "Community colleges." Colleges established and operated pursuant to the provisions of article one hundred twenty-six, and providing two-year post secondary programs in general and technical educational subjects and receiving financial assistance from the state.

3. "Statutory or contract colleges." Colleges furnishing higher education, operated by independent institutions on behalf of the state pursuant to statute or contractual agreements; provided, that an institution not otherwise a statutory or contract college shall not become a statutory or contract college because of its receipt of state funds or financial assistance pursuant to section three hundred fifty-eight hereof, or by entering into any contract pursuant to that section.

4. "State-operated institutions." Institutions comprising the state university as provided for in subdivision three of section three hundred fifty-two hereof, but not including statutory or contract colleges.

S 351. State university mission. The mission of the state university system shall be to provide to the people of New York educational services of the highest quality, with the broadest possible access, fully representative of all segments of the population in a complete range of academic, professional and vocational postsecondary programs including such additional activities in pursuit of these objectives as are necessary or customary. These services and activities shall be offered through a geographically distributed comprehensive system of diverse campuses which shall have differentiated and designated missions designed to provide a comprehensive program of higher education, to meet the needs of both traditional and non-traditional students and to address local, regional and state needs and goals. In fulfilling this mission, the state university shall exercise care to develop and maintain a balance of its human and physical resources that:

a. recognizes the fundamental role of its responsibilities in undergraduate education and provides a full range of graduate and professional education that reflects the opportunity for individual choice and the needs of society;

b. establishes tuition which most effectively promotes the university`s access goals;

c. encourages and facilitates basic and applied research for the purpose of the creation and dissemination of knowledge vital for continued human, scientific, technological and economic advancement;

d. strengthens its educational and research programs in the health sciences through the provision of high quality health care at its hospitals, clinics and related programs;

e. shares the expertise of the state university with the business, agricultural, governmental, labor and nonprofit sectors of the state through a program of public service for the purpose of enhancing the well-being of the people of the state of New York and in protecting our environmental and marine resources;

f. promotes appropriate program articulation between its state-operated institutions and its community colleges as well as encourages regional networks and cooperative relationships with other educational and cultural institutions for the purpose of better fulfilling its mission of education, research and service.

S 352. State university of New York established. 1. There is hereby created in the state education department and within the university of the state of New York as established under the board of regents a corporation to be known as the state university of New York which shall be responsible for the planning, supervision and administration of facilities and programs in accordance with the plan proposed by the state university trustees as approved by the regents pursuant to section two hundred thirty-seven of this chapter. The state university shall provide for higher education supported in whole or in part with state moneys in accordance with the provisions of section three hundred fifty-eight hereof, and shall perform such other duties as may be entrusted to it by the provisions of this article and any other law. Subject to the terms of any agreement to which it is a party, such corporation shall have the care, custody, control and management of the lands, grounds, buildings, facilities and equipment used for the purposes of the state-operated institutions of the state university, and it shall have power to protect, preserve and improve the same.

2. Whenever such corporation acquires, absorbs, merges or consolidates with or becomes the successor to any higher educational institution, all the right, title and interest in real property held by such predecessor institution shall vest in and be held and enjoyed by the people of the state of New York and state university of New York shall thereupon be deemed to be vested with and become the successor to all right, title and interest in any personal property, or any beneficial interest therein, or any other rights and powers possessed by such institution, whether derived by gift, grant, devise or bequest, in trust or otherwise.

3. The state university shall consist of the four university centers at Albany, Binghamton, Buffalo and Stony Brook, the designated colleges of arts and sciences at Brockport, Buffalo, Cortland, Fredonia, Geneseo, New Paltz, Old Westbury, Oneonta, Oswego, Plattsburgh, Potsdam and Purchase, empire state college, the agricultural and technical colleges at Alfred, Canton, Cobleskill, Delhi, Farmingdale and Morrisville, downstate medical center, upstate medical center, the college of optometry, the college of environmental science and forestry, maritime college, the college of technology at Utica/Rome, the statutory or contract colleges at Cornell university and Alfred university, and such additional universities,

colleges and other institutions, facilities and research centers as have been or hereafter may be acquired, established, operated or contracted to be operated for the state by the state university trustees.

S 353. State university trustees. 1. The state university shall be governed and all of its corporate powers exercised by a board of trustees. Such board shall consist of sixteen members, fifteen of whom shall be appointed by the governor with the advice and consent of the senate, and one of whom shall be the president of the student assembly of the state university, ex-officio. Such ex-officio voting members shall be subject to every provision of any general, special or local law, ordinance, charter, code, rule or regulation applying to the voting members of such board with respect to the discharge of their duties including, but not limited to, those provisions setting forth codes of ethics, disclosure requirements and prohibiting business and professional activities. One member of the board shall be designated by the governor as chairman and one as vice-chairman. The term of office of each trustee except the student member shall be for ten years provided, however, that of the members first appointed, two shall be appointed for a term which shall expire on June thirtieth, nineteen hundred fifty-two; one for a term which shall expire on June thirtieth, nineteen hundred fifty-three; two for a term which shall expire on June thirtieth, nineteen hundred fifty-four; one for a term which shall expire on June thirtieth, nineteen hundred fifty-five; two for a term which shall expire on June thirtieth, nineteen hundred fifty-six; one for a term which shall expire on June thirtieth, nineteen hundred fifty-seven; two for a term which shall expire on June thirtieth, nineteen hundred fifty-eight; one for a term which shall expire on June thirtieth, nineteen hundred fifty-nine; two for a term which shall expire on June thirtieth, nineteen hundred sixty; and one for a term which shall expire on June thirtieth, nineteen hundred sixty-one. Vacancies shall be filled for the unexpired term in the same manner as original appointments. The term of office of each trustee appointed on or after April first, nineteen hundred eighty-six shall be seven years. Trustees shall receive no compensation for their services but shall be reimbursed for their expenses actually and necessarily incurred by them in the performance of their duties under this article.

2. The board may provide for regular meetings, and the chairman, or the vice-chairman, or any eight members by petition, may at any time call a special meeting of the board of trustees and fix the time and place therefor; and at least seven days notice of every meeting shall be mailed to the usual address of each trustee, unless such notice be waived by a majority of the board. Resolutions for the consideration of the board of trustees must be mailed to the usual address of each trustee no less than seven days prior to a meeting, unless the chair shall make available in writing on the day of the meeting the facts which necessitate an immediate vote. The agendas for such meetings shall be available three days prior to the meetings and shall be considered public records. Eight trustees attending shall be a quorum for the transaction of business and, unless a greater number is required by the by-laws, the act of a majority of the members present at any meeting shall be the act of the board. The board shall hold at least two public hearings each year. One public hearing shall be held during the spring semester and one public hearing shall be held in the fall semester. The purpose of such hearings shall be to receive testimony and statements from concerned individuals about university issues. The board shall fix the time, place, duration and format of each hearing. At least three members of the board shall attend each hearing. At least thirty days notice of the hearing shall be given by the chairman of the board to all members of the board, to all presidents of state operated campuses, to the chair of faculty-senate bodies of state operated campuses, to all student government presidents of state operated campuses, to the

certified or recognized employee organizations representing employees of the state university and to the media. Such notice shall contain the time and place of the public hearing.

3. The board shall appoint its own officers and staff, prescribe the duties of such employees, and fix their compensation within the appropriations prescribed therefor. Other than those positions included in section one hundred sixty-nine of the executive law, the board shall fix the compensation and benefits of employees in positions in the professional service in the state university which are designated, stipulated or excluded from negotiating units as managerial or confidential as defined pursuant to article fourteen of the civil service law.

4. The board may elect an executive committee of not less than five members, who, in intervals between meetings of the board may transact such business of the state university as the board may from time to time authorize, except to grant degrees or to make removals from office. The student member of the board shall be a member of such committee. A majority of the whole of the executive committee, but in any event not less than four members, attending shall be a quorum for the transaction of business and the act of a majority of the members of the executive committee present at any meeting thereof shall be the act of such committee.

S 354. Powers and duties of state university trustees-planning functions. 1. The state university trustees shall, once every four years, formulate a long-range state university plan or general revision thereof and make recommendations to the board of regents and the governor for the organization, development, coordination and expansion of the state university and for the establishment of community colleges in areas suitable for and in need of such institutions, which plan and recommendations shall include the following:

a. plans for new curricula;

b. plans for new facilities;

c. plans for change in policies with respect to student admissions;

d. projected student enrollments; and

e. comments upon its relationship to other colleges and universities, public, independent and proprietary, within the state.

f. For informational purposes only, projection standards and overall expenditure projections of capital and operating costs. Prior to transmitting their long-range state university plan or general revision thereof to the board of regents and the governor the state university trustees may, after giving due notice, conduct one or more hearings on such plan.

2. During the calendar year nineteen hundred sixty-four and each fourth year thereafter the state university trustees shall transmit their proposed plan or general revision thereof to the board of regents and the governor on or before the first day of June in each such year. Such plan shall be reviewed by the board of regents and shall be subject to approval by such board. As approved by the board of regents and incorporated into the regents plan or general revision thereof for the development of higher education in the state and, upon approval thereafter by the governor, such plan shall guide and determine the development of the state university and its community colleges until such plan is modified or revised in the manner provided herein.

3. By the first day of June in nineteen hundred seventy-four and every fourth year thereafter, the state university trustees shall report in writing to the board of regents, to the governor and to the legislature on the progress made in carrying out their responsibilities under such plan and their general recommendations with respect to public higher education, including recommendations as to modifications of such plan which the trustees deem essential to meet the then current demands upon public higher education. The state university trustees may also at any other time propose

modifications which they then deem essential or desirable with respect to such plan. They may, after giving due notice, conduct one or more hearings on such modifications and shall transmit their recommendations therefor to the board of regents and the governor. Such modifications shall be subject to approval by the regents and thereafter by the governor in the same manner as such plan or general revisions thereof.

S 355. Powers and duties of trustees--administrative and fiscal functions. 1. Subject to the provisions of the plan or general revision thereof proposed by the state university trustees as approved by the regents pursuant to section two hundred thirty-seven of this chapter, the state university trustees shall be responsible for:

a. The over-all central administration, supervision and coordination of state-operated institutions and the general supervision and coordination of the statutory or contract colleges in the state university.

b. The supervision and coordination of state-aided programs in institutions providing higher education pursuant to the provisions of section three hundred fifty-eight hereof.

c. The approval of the establishment of community colleges and four year colleges authorized by article one hundred twenty-six of this chapter, in conformance with the master plan; the provision of standards and regulations covering the organization and operation of their programs, courses and curricula, financing arrangements, state financial assistance, tuition charges and fees, and such other matters as may be involved in the operation of such colleges.

d. The establishment of health and medical centers, four year liberal arts colleges, professional and graduate schools, research centers and other facilities, as provided in this article.

e. The approval of the appointment of the head of each statutory or contract college and community college by the respective boards of trustees or other governing bodies of such institutions.

f. The promotion of and participation in inter-institutional arrangements among independent and public institutions of higher education on a geographical or topical basis to encourage responsible and cost effective use of facilities and academic resources for the enhancement and enrichment of educational experiences and opportunities.

2. The state university trustees are further authorized and empowered, subject to the provisions of the plan or general revisions thereof proposed by the state university trustees as approved by the regents pursuant to section two hundred thirty-seven of this chapter:

a. To take, hold and administer on behalf of the state university or any institution therein, real and personal property or any interest therein and the income thereof either absolutely or in trust for any educational or other purpose within the jurisdiction and corporate purposes of the state university. The trustees may acquire property for such purposes by purchase, appropriation or lease and by the acceptance of gifts, grants, bequests and devises, and, within appropriations made therefor, may equip and furnish buildings and otherwise improve property owned, used or occupied by the state university or any institution therein. Where real property is to be acquired by purchase or appropriation, such acquisition shall be in accordance with the provisions of section three hundred seven of this chapter except that the powers and duties in said section mentioned to be performed by the commissioner of education shall be performed by the state university trustees.

b. To make and establish and from time to time alter and amend such rules and regulations, not inconsistent with law, for the government of the state university and the institutions therein.

c. To provide for the care, custody and management of the lands, grounds, structures, buildings, equipment and facilities of the state university and the institutions therein.

d. To visit and inspect the institutions in the state university, and to distribute to or expend or administer for them such property and funds as the state may appropriate therefor, or as the state university trustees may hold in trust, or as may otherwise come into their possession.

e. To merge any higher educational corporation into the state university with the approval of the governing body of such corporation and statutory approval of the legislature. Any higher educational corporation is authorized and empowered to merge into the state university. Upon the approval of an agreement of merger by the board of regents and subsequent statutory approval by the legislature, and the filing thereof with the regents, the merger shall be deemed complete and all the right, title and interest in real property held by such merged higher educational corporation shall vest in and be held and enjoyed by the people of the state of New York and all the other estate, property, rights, privileges and franchises of such merged higher educational corporation shall vest in and be held and enjoyed by the state university, as fully and entirely and without change or diminution as the same were before held and enjoyed by such merged corporation, and be managed and controlled by the state university, but subject to all liabilities and obligations of such merged corporation and the rights of all creditors thereof; except that the state university shall not thereby acquire power to engage in any activity or to exercise any right, privilege or franchise of a kind which it could not otherwise lawfully engage in or exercise. The state university shall cause a copy of the agreement of merger, certified by the board of regents to be a true and correct copy of the original filed in their office, to be filed in the office of the secretary of state and in the office of the clerk of the county in which the certificate of incorporation of the merged corporation was filed, in each case in which the certificate of incorporation of the merged corporation was filed in the office of the secretary of state; and shall cause a like copy of the merger agreement with the certificate of the board of regents to be recorded in the office of the recording officer of each county in which is located any real property in or to which the merged corporation had any right, title or interest at the time of the merger; and it shall be the duty of each such recording officer to record such copy and certificate in his office in the books used for the recording of deeds and to index the same against the merged corporation as grantor and the people of the state of New York as grantees. Neither the secretary of state nor the county clerk or the recording officer of any county shall be entitled to demand or collect any fee for filing or recording any such copy of an agreement of merger.

f. To grant all degrees, diplomas and certificates which heretofore have been granted or have been authorized to be granted upon the completion of courses of study in any state-operated institution which now is or hereafter may be in the state university, prior to the acquisition of such institution by the state university, and also such other degrees as the regents may hereafter specifically authorize them to grant. In testimony thereof the state university trustees may give suitable diplomas or certificates under the state university seal including honorary degrees. Every diploma or certificate so granted shall entitle the conferee to all privileges and immunities which by usage or statute are allowed for similar diplomas or certificates of corresponding grade granted by any institution of learning.

g. To appoint the head of each state-operated institution in the state university upon the recommendation made to them by the council of such institution in accordance with the rules and standards established by the state university trustees; or if such recommendation is not made or does not comply with such rules and standards, then to make such appointment as is by them deemed necessary; to prescribe the functions, powers, and duties of the head of each such institution; and to appoint or provide for the appointment of the members of the instructional and administrative staffs, and such other employees as may be necessary, at each state-operated institution upon the recommendation of the head thereof and prescribe or provide for the prescription of their duties.

h. To regulate the admission of students, prescribe the qualifications for their continued attendance, regulate tuition charges where no provision is otherwise made therefor by law, and regulate other fees and charges, curricula and all other matters pertaining to the operation and administration of each state-operated institution in the state university.

(1) Notwithstanding the provisions of any other general, special or local law, rule or regulation, such regulations may permit persons sixty years of age or over to audit courses given therein without tuition, examination, grading or credit therefor upon a space available basis, as determined by the president of each such institution, provided that such audit attendance does not deny course attendance at a state-operated institution by an individual who is otherwise qualified under the regulations promulgated pursuant to this section.

(2) Such regulations shall also provide that upon request by a student who is an eligible veteran the payment of tuition and other fees and charges, less the amounts payable for such purposes from scholarships or other financial assistance awarded said veteran pursuant to article thirteen of this chapter, article one hundred thirty of this chapter or any other state or federal aid program, shall be deferred in such amounts and until such times as the several payments of veterans` benefits under the Veterans` Readjustment Benefit Act of 1966, as amended, are received by the veteran, provided that the veteran has filed a claim for such benefits and presents to the state university proof of eligibility, extent of entitlement to benefits and the need for deferral until the receipt of such benefits.

(3) Such regulations shall further provide that the payment of tuition and fees by any student in any state-operated institution of the state university who is a member or the spouse or the dependent of a member of the armed forces of the United States on full-time active duty and stationed in this state, whether or not a resident of the state, shall be paid at a rate or charge no greater than that imposed for students thereat who are residents of this state.

(4) The trustees shall not impose a differential tuition charge based upon need or income. All students enrolled in programs leading to like degrees at state-operated institutions of the state university shall be charged a uniform rate of tuition except for differential tuition rates based on state residency. Provided, however, that the trustees may authorize the presidents of the colleges of technology and the colleges of agriculture and technology to set differing rates of tuition for each of the colleges for students enrolled in degree-granting programs leading to an associate degree and non-degree granting programs so long as such tuition rate does not exceed the tuition rate charged to students who are enrolled in like degree programs or degree-granting undergraduate programs leading to a baccalaureate degree at other state-operated institutions of the state university of New York. The trustees shall not adopt changes affecting tuition charges prior to the enactment of the annual budget.

(5) The trustees shall further provide standards for the granting of advanced standing to veterans applying for college admissions at the state university, who have successfully completed United States Armed Forces Institute or other comparable course work.

(6) Where an undergraduate state-operated institution of the state university is located adjacent to another institution of higher education and students of such undergraduate state operated institution are, under arrangements made by the state university, taking a substantial portion of their courses at such other institution, the state university trustees may permit the students of such undergraduate state-operated institution, subject to such conditions or limitations as they deem advisable, to participate in the extra-curricular activities and utilize services of such other institution if those privileges are extended by such other institution.

(7) In formulating the curriculum of each state-operated institution in the state university for professional education in medicine there shall be required and included in such curriculum and in the plans and recommendations of the state university trustees formulated and transmitted in pursuance of the provisions of section three hundred fifty-four of this chapter, courses and facilities, which in the judgment of the trustees shall be best suited to encourage and to implement the study and preparation, by students desiring the same, for the family practice of medicine. Such courses and facilities shall include: the establishment and maintenance of a department of family practice under the direction of a qualified family practitioner, courses of study under the supervision of qualified family practitioners, a family care program of study and clinical experience, a program of preceptorships, and a program of internships or family practice residencies in the hospital or hospitals affiliated with such respective school.

i. To lease to alumni associations of institutions of the state university a portion of the grounds occupied by any institution of the state university, for the erection thereon of dormitories to be used by students in attendance at such institutions. The terms of any lease and the character of the building to be erected shall be determined by the state university trustees. Such lease, prior to its execution, shall be submitted to the attorney general for his approval as to its form, contents and legal effect. Nothing contained in this paragraph shall affect the provisions of any lease heretofore executed by a board of visitors of any state-operated institution pursuant to law. The state university trustees may similarly enter into an agreement with an alumni association of an institution of the state university to furnish heat from a central heating plant to any dormitory erected by such alumni association. Any such dormitory shall not be subject to taxation for any purpose.

j. To enter into a boundary line agreement for, on behalf of, and in the name of the people of the state of New York whenever a mistake has been made or an honest dispute exists as to the location of the division line between land owned by the state, which is under the jurisdiction, care, custody or control of the state university trustees, and adjoining land not owned by the state. Such an agreement shall fix and determine the division line between such lands, subject to the approval of the attorney general as to form, content and manner of execution.

k. To enlist and accept the cooperation of municipal authorities in obtaining the use of public buildings, lands, property and other facilities, or portions thereof, under the jurisdiction of such municipal authorities, for the purposes of the state university. Such appropriate municipal authorities are hereby authorized to permit the use of public buildings, lands, property and other facilities or portions thereof under their jurisdiction for the purposes of the state university, with or without rental or other charges.

l. To appoint security officers who shall have the powers of peace officers as set forth in section 2.20 of the criminal procedure law for the state university, and to remove such peace officers at pleasure;

provided, however, that any person appointed a peace officer must have satisfactorily completed or complete within one year of the date of his appointment a course of law enforcement training approved by the municipal police training council in consultation with the university. It shall be the duty of such peace officers to preserve law and order on the campus and other property of the university at which the officer is appointed to serve, including any public highway which crosses or adjoins such property. Persons so appointed shall, in the course of and in the actual performance of their official duties have the power to execute arrest warrants pursuant to article one hundred twenty of the criminal procedure law and search warrants pursuant to article six hundred ninety of the criminal procedure law. In addition, such peace officers shall, in the course of and in the actual performance of their official duties have the power to follow a person in continuous close pursuit outside the campus or other property of the state university when the officer has reasonable cause to believe such person has committed an offense on the campus or other property of the state university including any public highway which crosses or adjoins such property, and may arrest such person for such offense where the person is apprehended, and shall have the power to issue and serve an appearance ticket, as defined in section 150.10 of the criminal procedure law, for an offense other than a felony in lieu of an arrest and a simplified traffic information and appearance ticket in the form prescribed by the commissioner of motor vehicles pursuant to section two hundred seven of the vehicle and traffic law, upon a person when he has reasonable cause to believe that such person has committed a traffic offense in his presence on the sites owned, operated and maintained by state university, and where applicable, such simplified traffic informations shall be administered pursuant to the provisions of article two-A of the vehicle and traffic law.

The appointment of such peace officers shall not be deemed to supersede in any way the authority of other peace officers or police officers. The provisions of this paragraph shall not apply to any of the state institutions and property referred to in section five thousand seven hundred nine of this chapter.

m. To name and rename any state-operated institution of the state university after consultation with its council.

n. To enter into a contract with the board of education of a city or school district in which a state-operated institution is located for the education by such college, for such period of time as may be agreed upon, of all or part of the children of legal school age residing in such city or school district. A board of education in such a city or school district is hereby authorized and empowered to enter into such contracts with the state university trustees, subject to the approval of the commissioner of education, and to perform all necessary acts to carry out the purposes of this paragraph.

o. To conduct or authorize the conduct of research and experiments at state-operated institutions of the state university in the field or, pursuant to agreements therefor, in industrial and commercial plants, in connection with the educational programs of the state university, including projects involving the care, preservation, utilization and management of natural resources and the disposition of crops and other products incidental thereto.

p. To perform such other acts as may be necessary or appropriate to carry out effectively the objects and purposes of the state university as specified in this article.

q. To prepare and adopt, within the amounts appropriated therefor, plans for land acquisition, state university development and expansion, space needs and uses and for the construction, acquisition, reconstruction, rehabilitation and improvement of academic buildings, dormitories and other facilities required or to be required for the state-operated institutions and the statutory or contract colleges, and for such planning functions to retain or employ private architects, engineers and artists, or firms thereof, or other and different consultants for proposed projects and for the preparation of space requirements, cost estimates, preliminary plans, budgetary justifications, and construction standards.

r. To cooperate with and assist the state university construction fund in the construction, acquisition, reconstruction, rehabilitation and improvement of academic buildings, dormitories and other facilities pursuant to article eight-A of this chapter, and to approve the architectural concept of all such construction projects.

s. To lease or make available to the state university construction fund, the dormitory authority or other public benefit corporation, the New York state teachers` retirement system or the New York state employees` retirement system a portion of the grounds or real property occupied by a state-operated institution or statutory or contract college for the construction, acquisition, reconstruction, rehabilitation or improvement of academic buildings, dormitories or other facilities thereon pursuant to article eight-A of this chapter and for the purpose of facilitating such construction, acquisition, reconstruction, rehabilitation or improvement, to enter into leases and agreements for the use of any such academic building, dormitory or other facility in accordance with the provisions of section three hundred seventy-eight of this chapter; provided, however, that nothing herein contained shall affect the provisions of any lease or agreement heretofore executed by the state university with the dormitory authority. The state university trustees may also enter into agreements with the state university construction fund, the dormitory authority or other public benefit corporation, the New York state teachers` retirement system or the New York state employees` retirement system to furnish heat from a central heating plant to any academic building, dormitory or other facility erected by them or with moneys supplied by them. Any such academic building, dormitory or other facility shall not be subject to taxation for any purpose.

t. The trustees shall have the power to lease or make available to a not-for-profit corporation or political subdivision of the state, or the state, or the office for the aging, for the purposes set forth in section sixteen hundred seventy-seven of the public authorities law; pertaining to the use of dormitory authority facilities by the aged, facilities or portions thereof located on the grounds or real property occupied by a state-operated institution or statutory or contract college, which facilities are owned by or mortgaged to the dormitory authority. Such leases and agreements shall be upon such terms and conditions as may be agreed upon between the parties thereto, provided that any such lease or agreement shall be subject to the approval of the dormitory authority. Nothing herein contained shall affect the provisions of any lease or agreement heretofore executed by the state university with the dormitory authority, or any other agency.

u. To establish a water conservation program for academic buildings, dormitories and other facilities of the state university. Such program shall include a survey of water use and conservation in such buildings.

3. The state university trustees shall adopt and implement a patent policy for research conducted in university facilities which is consistent with the university`s mission of education, scholarly research and public service. Such policy shall be designed to encourage research activities which produce new knowledge which is of benefit to the public and which may result in the development of new products and processes which are likely to improve the quality of life and the standard of living of the people of the state, contribute to increased

productivity and advance the public health, safety and welfare. Such policy shall also provide appropriate incentives for participation by private sector business concerns in efforts to develop and utilize patents orginated in conjunction with such research and to commercialize new products and processes based on the results of such research. The trustees, when it is deemed necessary to fulfill the objectives of this subdivision, shall adopt and implement appropriate modifications to such policy. The trustees shall include in the annual report required by section three hundred fifty-nine of this chapter an evaluation of the effectiveness of the policy adopted pursuant to this subdivision together with a synopsis of any changes in that policy adopted during the previous year.

4. Notwithstanding the provisions of section forty-four, fifty, or fifty-one of the state finance law or any other provision of law to the contrary, the state university trustees are authorized and empowered:

a. To review and coordinate the budget and appropriation requests of all state-operated institutions and statutory or contract colleges and combine these requests with the fiscal requirements for institutions of higher education specified in section three hundred fifty-eight hereof into a university program budget for submission to the governor together with appropriate comments by the trustees of the independent institutions operating statutory or contract colleges on behalf of the state regarding the portion of the program budget which relates to such colleges. Such submission shall be made pursuant to the provisions of section twenty-two of the state finance law.

b. To expend all lump sum or consolidated appropriations and other appropriations made for the state university, including all moneys derived from other sources in the course of the administration thereof. Within aggregate funds available for expenditure pursuant to section forty-nine of the state finance law, the state comptroller shall draw warrants for the payment of all vouchers approved by the chancellor of the state university, as the chief administrative officer of the state university, or by such authority or authorities in the state university as shall be designated by the chancellor by a rule or written direction filed with the state comptroller, when and in the manner authorized by the state university trustees. Such lump sum or consolidated appropriations made for personal service, or for maintenance and operation or for non-personal service, or maintenance undistributed including personal service, other than appropriations from proprietary or fiduciary funds, shall be available for payments for personal service, or maintenance and operation or for non-personal service, or for maintenance undistributed including personal service upon the filing of a schedule of positions and salaries provided, however, that the salary of the chancellor shall be in accordance with section one hundred sixty-nine of the executive law and that the portions of the salaries funded from state appropriations for the presidents and senior staff shall not exceed that of the chancellor and the amounts to be available for other personal service classes of expenditure, and for the expenses of maintenance and operation, or for non-personal service with the director of the budget, chairman of the senate finance committee, chairman of the assembly ways and means committee, and the state comptroller. Any such schedule may be amended and such amendment shall be filed with the officers named above. The state comptroller is authorized to pay any amounts required for the salaries and related employment benefits of state university employees from any appropriations or other funds available therefor. In regard to the state university, the budget director shall exercise the authority granted under section forty-nine of the state finance law by establishing an aggregate amount available for expenditure for the state university from the aggregate appropriations made, by funding source, for the state university in the state operations appropriations act, rather than by making the specific approvals and by filing the certificates of such approvals authorized by section forty-nine of the state finance law. The schedule of positions and salaries required to be filed by the budget director pursuant to section forty-nine of the state finance law shall be replaced by the schedule of positions and salaries filed by the state university pursuant to this paragraph. If the director of the budget, pursuant to section forty-nine of the state finance law, shall establish as available for expenditure an aggregate amount less than that contained in the appropriations made for the state university in the state operations appropriations act, the board of trustees shall within thirty days of the action of the director of the budget file with the comptroller, with an informational copy to the budget director and to the chairs of the assembly ways and means and senate finance committees, a certificate allocating such lesser amount in no greater detail than provided for in the state operations appropriations act. In the event that the board has failed to file such certification within such thirty day period, the budget director may issue a certificate of availability for the state university reflecting such amount in no greater detail than provided for in the state operations appropriations act.

c. To increase or decrease appropriations by transfer or interchange as follows:

(1) Amounts appropriated for the programs or purposes or for any item or items within such programs or purposes of any individual state-operated institution and the statutory or contract colleges of the state university, including state university central administration within the schedules of such units or for any individual hospital within the schedule of hospitals of the state university from a particular fund or funds in a fiscal year may be interchanged between such programs or purposes of such unit or hospital of state university, or between items within the same program or purpose, or with other items appropriated from such fund not in the same program or purpose, but which are contained in the state comptroller`s classification of items as last promulgated pursuant to a certificate of allocation. Such certificate shall be submitted by such units to the board of trustees of the state university. Such certificate shall be submitted by the board of trustees to the state comptroller with copies to be sent to the chairs of the senate finance committee and the assembly ways and means committee and the director of the budget for informational purposes only. The total amount appropriated for any program or purpose may be decreased by not more than the aggregate of five percent of such appropriation for a program or purpose with the approval of the units or hospitals or such amounts may be decreased by more than the aggregate of five percent of such appropriation with the approval of the state university trustees.

(2) Amounts appropriated to state-operated institutions and statutory or contract colleges within the schedule of such units or to hospitals within the schedule of hospitals of the state university from a particular fund or funds in a fiscal year for the programs or purposes of such units or hospitals of the state university may be transferred between and among such units or hospitals pursuant to a certificate of allocation, submitted directly by the state university to the state comptroller, with copies of such certificates to be sent to the chairs of the senate finance committee and the assembly ways and means committee and the director of the budget for informational purposes only. The total amount appropriated for any unit may not be decreased by more than the aggregate of three percent of an appropriation for a unit or the aggregate of ten percent of an appropriation for a hospital.

(3) Amounts appropriated for programs or purposes, or for any item within such programs or purposes, within the university-wide program schedule of state university from a particular fund or funds in a fiscal

year shall not be decreased by means of transfer or interchange by more than the aggregate of four percent of an appropriation for a program or purpose within such schedule.

(4) Amounts appropriated for hospitals within the hospital schedule of the state university from a particular fund or funds in a fiscal year for programs or purposes of such hospitals shall not be increased or decreased by means of transfer or interchange from the amounts appropriated to the state-operated institutions and the statutory or contract colleges, university-wide programs, or central administration of the state university. The aggregate appropriation for the hospital schedule shall not be increased or decreased by such transfers of appropriations.

(5) Amounts appropriated for the central administration of the state university within the central administration schedule from a particular fund or funds in a fiscal year for programs or purposes including, but not limited to, administration of state-operated institutions and statutory or contract colleges, university-wide programs, and hospitals of the state university shall not be increased by means of transfer or interchange by more than five percent of the aggregate appropriation within such schedule.

(6) Notwithstanding the foregoing provisions of this subdivision, whenever the director of the budget, pursuant to section forty-nine of the state finance law, shall establish an aggregate amount less than that contained in the state operations appropriations act, the trustees may transfer or interchange any or all of such lesser amount among any of the programs or purposes or items without regard to the restrictions provided in this subdivision.

(7) On the fifteenth day of October, January, April and July of each year, the state university shall provide the chair of the senate finance committee and the assembly ways and means committee, the state comptroller and the director of the budget with quarterly reports of all transfers or interchanges made by the state university pursuant to this section, with such reports to include the program impact of each transfer or interchange. The allocation of lump sum appropriations from a fund or funds made to the state university for later distribution to state operated institutions, statutory or contract colleges, hospitals and/or central administration of the state university or the allocation of lump sum appropriations made to all state departments and agencies for later allocation for specific programs or purposes or units of the state university shall not be deemed to be part of any total increase or decrease authorized by this section.

5. Notwithstanding the provisions of paragraph two of section one hundred twelve and sections one hundred fifteen, one hundred sixty-one, one hundred sixty-three and one hundred seventy-four of the state finance law and sections three and six of the New York state printing and public documents law or any other law to the contrary, the state university trustees are authorized and empowered to:

a. (i) purchase materials, equipment and supplies, including computer equipment and motor vehicles, where the amount for a single purchase does not exceed twenty thousand dollars, (ii) execute contracts for services to an amount not exceeding twenty thousand dollars, and (iii) contract for printing to an amount not exceeding five thousand dollars, without prior approval by any other state officer or agency, but subject to rules and regulations of the state comptroller not otherwise inconsistent with the provisions of this section and in accordance with the rules and regulations promulgated by the state university board of trustees after consultation with the state comptroller. In addition, the trustees, after consultation with the commissioner of general services, are authorized to annually negotiate with the state comptroller increases in the aforementioned dollar limits and the exemption of any articles, categories of articles or commodities from these limits. Rules and regulations promulgated by the state university board of trustees shall, to the extent practicable, require that competitive proposals be solicited for purchases, and shall include requirements that purchases and contracts authorized under this section be at the lowest available price, including consideration of prices available through other state agencies, consistent with quality requirements, and as will best promote the public interest. Such purchases may be made directly from any contractor pursuant to any contract for commodities let by the office of general services or any other state agency;

b. to establish cash advance accounts for the purpose of purchasing materials, supplies, or services, for cash advances for travel expenses and per diem allowances, or for advance payment of wages and salary. The account may be used to purchase such materials, supplies, or services where the amount of a single purchase does not exceed two hundred fifty dollars, in accordance with such guidelines as shall be prescribed by the state university trustees after consultation with the state comptroller.

c. establish guidelines in consultation with the commissioner of general services authorizing participation by the state university in programs administered by the office of general services for the purchase of available New York state food products. The commissioner of general services shall provide assistance to the state university necessary to enable the university to participate in these programs.

6. To enter into any contract or agreement deemed necessary or advisable after consultation with appropriate state agencies for carrying out the objects and purposes of state university without prior review or approval by any state officer or agency other than the state comptroller and the attorney general including contracts with non-profit corporations organized by officers, employees, alumni or students of state university for the furtherance of its objects and purposes. Contracts or agreements entered into with the federal government to enable participation in federal student loan programs, including any and all instruments required thereunder, shall not be subject to the requirements of section forty-one of the state finance law; provided, however, that the state shall not be liable for any portion of any defaults which it has agreed to assume pursuant to any such agreement in an amount in excess of money appropriated or otherwise lawfully available therefor at the time the liability for payment arises.

7. To refund or credit moneys paid to the state university for tuition or any other fee or charge imposed or received by the state university trustees (1) where such moneys were not required by law or trustees` rule, to the extent of the amount paid; (2) where such moneys were in excess of the amount required by law or trustees` rule, to the extent of such excess; (3) where registration or attendance at a state university institution is canceled or terminated prior to the expiration of an academic term otherwise than by dismissal, to the extent prescribed by rule or otherwise by the state university trustees; provided, however, that no moneys shall be refunded or credited unless application therefor is made within three years after receipt of such moneys by the state university.

8. All moneys received by the state university of New York and by state-operated institutions thereof from appropriations, tuition, fees, user charges, sales of products and services and from all other sources, including sources and activities of the state university which are intended by law to be self-supporting may be credited to an appropriate fund or funds to be designated by the state comptroller. The amounts so paid into such fund or funds which were received by or for the state university shall be used for expenses of the state university in carrying out any of its objects and purposes and such amounts received

by or for state-operated institutions of the state university shall be used for expenses of the state university under regulations prescribed by the state university trustees.

9. Notwithstanding any other provision of this section, the state university trustees may assign to the state university construction fund for the corporate purposes of the fund all or any portion of any moneys received or to be received by the state university and by the state-operated institutions which are not required by a donor or grantor to be used for other state university purposes.

10. The state university trustees may authorize the chief administrative officer of each medical center of the state university operating in-patient or out-patient hospital facilities or clinic facilities to compromise any claim which the state may have for care, maintenance or treatment received or furnished to patients in such facilities, in proper cases, where substantial justice will best be served thereby. Any such compromise shall be subject to the prior written approval of the attorney general.

11. Notwithstanding any provision of law, rule or regulation to the contrary, the state university trustees may authorize the chief administrative officer of each medical center of the state university operating in-patient or out-patient hospital facilities or clinic facilities to establish a system for the billing of patients for the care, maintenance or treatment received or furnished to patients in such facilities, which in proper cases or in the exercise of prudent fiscal discretion may allow for the payment of such charges by means of a credit card or similar device. Such system may allow for the payment of such reasonable administrative fees as may be regularly imposed by a banking institution or other credit service organization for the use of such credit devices. In establishing such system the chief administrative officer shall seek the assistance of the state comptroller who shall assist in developing such system so as to ensure that state funds allocated to such medical centers shall be utilized in an economically feasible method.

12. The state comptroller, or a legally authorized representative of the state comptroller, may accept from the state university in lieu of an examination of the books and accounts of state university, including its receipts and disbursements and any other matters relating to its financial standing, an external examination of its books and accounts made at the request of state university.

13. Master capital plan. On or before November fifteenth of each year, the trustees of the state university of New York shall approve and submit to the chairmen of the assembly ways and means committee and the senate finance committee and to the director of the budget a master capital plan setting forth the projects proposed to be constructed, reconstructed, rehabilitated or otherwise substantially altered pursuant to appropriations enacted or to be enacted during the succeeding five years. Such plan shall specify the name, location, estimated total cost at the time the project is to be bid, the anticipated date or dates on which the design of such project is to commence, the proposed method of financing and the estimated economic life of each project. Such plan shall further specify whether proposed projects constitute new construction, substantial rehabilitation, moderate rehabilitation or minor rehabilitation. Such criteria for each method of financing shall include, but not be limited to: (i) an analysis of private enterprise, federal and any other appropriate financing standards, (ii) the consideration of the period of economic life of projects as related to the method of financing, and (iii) project cost ranges for the methods of financing. Such plan specification and categories of construction shall be defined by the trustees, in consultation with the state university construction fund.

14. Notwithstanding the provisions of any general, special or local law or charter, the state university trustees shall prepare or cause to be prepared a development and operation plan for a state university athletic facility, as defined in section sixteen hundred eighty-e of the public authorities law. Such development and operation plan shall be submitted to the director of the budget for approval not later than the fifteenth day of September of the fiscal year of the state. The director of the budget shall file a copy of such plan and approval thereof with the chairpersons of the senate finance committee and the assembly ways and means committee. No proposed amendment to the plan shall be effective until submitted by the state university trustees and approved by, the director of the budget and filed by the director with the chairpersons of the senate finance committee and the assembly ways and means committee.

Such development and operation plan shall include, but not be limited to, provisions concerning the following:

(a) revenue and expense estimates for the succeeding three year period commencing in the year of the completion of construction and beneficial occupancy of the state university athletic facility;

(b) the sources of revenues that are projected to be available to meet all costs of the operation, repair, maintenance and continuing use of the state university athletic facility, and any net income remaining to cover subsequent annual debt service expenses, and evidence satisfactory to the state university of New York and the director of the budget that, consistent with university and community use as set forth in this section, revenues will be maximized and available when needed for the state university athletic facility; and

(c) plans for the development, operation, repair, maintenance and continuing use of the state university athletic facility under the care, custody, and management of the state university to include, but not be limited to, athletic competition of the state university of New York at Buffalo, amateur sports, appropriate community events, and activities that generate support for facility operations.

15. State university fiscal year. Notwithstanding any provision of this chapter, the state finance law, or any other law to the contrary, on and after the first day of July, nineteen hundred ninety-three, the fiscal year of the state university of New York, for the purposes of the budget, appropriations, receipts and disbursements of state moneys and all other revenues of the state university, financial reporting, and all other affairs of the state university which are regulated in accordance with or are based on a fiscal year, shall begin with the first day of July and end with the next following thirtieth day of June. Appropriations made for the state university for whatever purpose on the basis of the state university fiscal year which at the close of such fiscal year shall cease to have force and effect except as to liabilities already incurred thereunder shall as to such liabilities continue in force and effect until the next succeeding thirtieth day of September, on which date such appropriation shall lapse and no money shall thereafter be paid out of the state treasury or any of its funds or any of the funds under its management pursuant to such appropriation.

S 355-a. Powers and duties of trustees--personnel functions. 1. (a) The state university trustees are authorized and empowered to classify and reclassify all positions in the state university determined pursuant to section thirty-five of the civil service law to be in the professional service as defined in subdivision three of this section, except those of the New York state colleges, schools and experiment stations administered by Cornell university and Alfred university.

(b) To the fullest extent possible consistent with its authority under the civil service law, and after consultation with the state university trustees, the state civil service commission shall consider the unique educational mission and operating requirements of the state university when making any determination relating to the jurisdictional classification of positions in the state university in the classified service. The director of the classification and compensation division of the department of civil service shall similarly consider the unique educational mission and operating requirements of the state university when making determinations concerning the classification and reclassification and the allocation and reallocation of the positions in the state university in the classified service.

2. Subject to the approval of the state university trustees, Cornell university and Alfred university are authorized and empowered to allocate and reallocate positions in the non-professional services of the New York state statutory or contract colleges, schools and experiment stations administered by such universities, as classified and reclassified by the respective universities, in accordance with a schedule of positions and salaries filed by the state university trustees pursuant to subdivision four of section three hundred fifty-five of this chapter.

3. a. The professional service shall include positions requiring the performance of educational functions in teacher education, agriculture, home economics, forestry, ceramics, liberal and applied arts and sciences, engineering, technical skills, crafts, business education, labor and industrial relations, medicine, dentistry, veterinary medicine, pharmacy, nursing, law, public affairs, maritime officer training, academic administration, library service, student activities, student personnel service and other professions required to carry on the work of the state university and of the colleges, schools, institutes, research centers, facilities and institutions comprising it. Each employee in the professional service shall receive an annual salary to be paid over a period of not less than nine months as determined by the state university trustees, or by Cornell university and Alfred university with the approval of the state university trustees for the New York state colleges, schools and experiment stations administered by such universities.

b. The non-professional services shall mean all positions at the New York state statutory or contract colleges, schools and experiment stations administered by Cornell university and Alfred university which are not included in the professional service.

4. New appointments in positions allocated to the nonprofessional services shall be made in accordance with a schedule of positions and salaries filed by the state university trustees pursuant to subdivision four of section three hundred fifty-five of this chapter. Any person who is appointed, promoted, reinstated or transferred from an unallocated position in the nonprofessional services to a position allocated to a salary grade, the minimum salary of which is equal to or lower than the annual rate of compensation then received by such employee, shall, upon such appointment, promotion, reinstatement or transfer, be paid the minimum salary of the grade of such allocated position plus the number of normal performance advancement payments which corresponds to the number of years of service in such employee`s former unallocated position or positions during which that employee received a salary equal to or in excess of the minimum salary of the position to which such employee is appointed, promoted, reinstated or transferred, not to exceed the salary that employee was receiving in such employee`s former position immediately prior to the date of such appointment, promotion, reinstatement or transfer and not to exceed the maximum salary of the new position.

5. Nothing contained in this section shall prevent the employment of persons who receive part of their compensation from other than state

sources.

6. An employee in the professional service who is assigned to extension session, summer session or part-time service shall be entitled to extra compensation for such service provided such service is in addition to that regularly assigned to his position.

7. Any contribution of food, lodging, or maintenance by the state or any commutation in lieu of maintenance, except traveling expenses and field allowances, shall be considered as part of the salary established in this section. The fair value of such food, lodging, maintenance or commutation shall be determined by the state university trustees and may in their discretion be deducted from the salary established by this section.

8. The state university trustees are further authorized and empowered, and Cornell university and Alfred university so far as concerns the New York state statutory or contract colleges, schools and experiment stations administered by such universities, subject to the approval of the state university trustees, are also further authorized and empowered:

a. To except individual positions or groups, titles or classes of positions from the schedules filed by the state university trustees pursuant to subdivision four of section three hundred fifty-five of this chapter.

b. To determine the procedure by which an employee may be promoted on evidence of continued meritorious service, and to make promotions. If an employee in the non-professional services in a position allocated to a salary grade is appointed or promoted to a position in a higher grade, such employee shall receive a percentage increase in existing basic salary of one and one-half percent plus one and one-half percent times the number of grades by which that employee is so advanced, or shall be paid the minimum salary of the grade of the position to which such employee is appointed or promoted, whichever results in a higher annual salary.

c. To transfer positions from one state-operated institution in the state university to another. Notwithstanding the provisions of the state finance law, the trustees are hereby authorized to transfer positions within a unit of the university without the approval of the director of the budget.

d. To grant leaves of absence to employees for travel, study or other appropriate purposes, not to exceed one year in seven, at the rate of not to exceed one-half the regular salary paid, or with salary at full rate for such leave for one-half year. The balance of salaries appropriated for such persons, or so much thereof as may be necessary, may be applied by the state university trustees, Cornell university or Alfred university, as the case may be, during the period of such absence for the payment of the salaries of substitutes to take the place of the persons to whom leaves of absence have been granted as provided herein.

e. To establish regulations providing for the adjustment and determination of salaries of professional service employees whose professional obligation is changed as between or within calendar years or academic years, or whose conditions of appointment are affected by any other situation unique to state university positions in the unclassified service.

f. To establish regulations providing for the payment, upon resignation or retirement, or upon death while in service, for salary or remuneration due by reason of the completion of required services, or in settlement for unused vacation, if any, to any incumbent of a position in the professional service. The state comptroller is hereby authorized to make such payments in accordance with such regulations from monies available to state university.

9. The annual salary of a position which is classified or

reclassified, or which is allocated or reallocated to a salary grade pursuant to this section shall not be reduced for the incumbent by reason of such allocation, reallocation, classification or reclassification so long as such position is held by such incumbent.

No employee whose salary would be increased by such allocation, reallocation, classification or reclassification shall have any claim for the difference between such increased salary and his former salary for the period prior to the date such change in title or salary grade becomes effective.

The state university trustees are further authorized and empowered, and Cornell university and Alfred university so far as concerns the New York state statutory or contract colleges, schools and experiment stations administered by such universities, subject to the approval of the state university trustees, are also further authorized and empowered to adjust salaries upon the reallocation of positions as follows:

When any position allocated to a salary grade is reallocated to a higher salary grade, the annual salary of an incumbent shall be determined in accordance with the provisions of paragraph b of subdivision eight of this section.

10. Salary, status, and accumulated leave credits of employees whose employment changes as between the classified and the unclassified service:

a. The incumbent of any position in the classified service which is determined to be in the unclassified service shall, on the effective date of such change, be paid at an annual salary rate not less than the former rate. Such person shall retain the rights and privileges of the classified service jurisdictional classification with respect to discipline, dismissal and suspension for as long as such person remains in the redesignated position.

b. Any employee in the classified service who accepts appointment to an unclassified service position shall thereby relinquish the rights and privileges of such employee`s classified service jurisdictional classification during the continuance of such employee`s service in an unclassified position and shall acquire the rights and status of such employee`s unclassified position.

c. Any employee in the classified service who accepts appointment to a position in the unclassified service pursuant to subdivision (h) of section thirty-five of the civil service law having, as of the effective date of such change, an accrued balance of annual leave or sick leave under the attendance rules for the classified service, shall retain such balances to such employee`s credit upon appointment to the professional service, but shall accrue no further annual or sick leave under the attendance rules for the classified service. Thereafter any such employees shall be eligible for annual leave and sick leave as provided for by the state university trustees. Upon resignation or retirement from state service such employee shall be paid in cash for any balance of annual leave in accordance with the regulations applicable to persons in the professional service; provided however, that in the case of death while in service, such payment, if any, shall be made to the beneficiary to whom a survivor`s death benefit pursuant to section one hundred fifty-four of the civil service law, if any, would be payable.

Any such employee having accrued overtime or personal leave balance shall forfeit such credit, except that such employee shall be paid in cash for an accrued balance of overtime on the basis of the annual salary in that employee`s classified service position at the time of such employee`s appointment to the unclassified service. Hereafter, any such employee shall be subject to the provisions made by the state university trustees with respect to vacation and other leave except as herein provided.

d. Any employee in the unclassified service pursuant to subdivision

(h) of section thirty-five of the civil service law who accepts appointment to a classified service position having, as of the effective date of such change, eligibility for vacation or sick leave under the provisions made by the state university trustees shall be credited with such balance under the attendance rules for the classified service; provided however, that not more than thirty days of annual leave and two hundred days of sick leave shall be so credited. Thereafter such employee shall accrue annual leave and sick leave credits in accordance with the attendance rules for the classified service, except that (i) that employee`s previous state service shall be considered in determining the rate at which the employee shall accumulate annual leave under such rules and (ii) such service shall be considered in allowing any sick leave at one-half salary for which the employee may be otherwise eligible under such rules. For the purpose of establishing an anniversary date for computing personal leave credit, such employee shall be deemed to have been appointed on the effective date of that employee`s appointment to the classified service from the unclassified service. Thereafter such employee shall be subject to the attendance rules for the classified service except as herein provided.

11. Whenever a salary for a position in the professional service results in an annual salary rate in an amount other than a whole dollar amount, said rate shall be increased to the next higher whole dollar.

12. Nothing in this section shall be construed to limit the powers heretofore conferred on Cornell university or Alfred university except as expressly provided for herein.

13. The expenditure of moneys appropriated to support a group disability insurance program for employees in the professional service shall not exceed sixty percent of salary plus contributions for annuity contracts not to exceed the rates of employer contributions pursuant to article eight-B of this chapter plus adjustment for cost of living increases reduced by any amount for which the employee is eligible pursuant to compensation or benefit paid for, by or on behalf of the state or state university and any normal contribution to a retirement program made by the state or the state university on the employee`s behalf while eligible for benefits under such program in accordance with regulations of the state university trustees relating to eligibility and other terms, conditions and limitations of coverage and benefits and administration of program.

13. Notwithstanding subdivisions one through thirteen of section one hundred thirty and section one hundred thirty-five of the civil service law or any other provisions of law, rule or regulations to the contrary:

a. Whenever a representative study of peer institutions in private or other public hospitals in the same geographic area as a state university hospital shows that wage rates and/or pay differentials of nurses employed in such peer institutions are higher than the wage rates and/or pay differentials paid by the state to teaching and research center nurses of the state university, the state university trustees may authorize and prescribe pay differentials which may be added as adjustments to the hiring rate, the job rate and the longevity steps of the salary grade or grades and/or shift differentials for teaching and research center nurses in the classified civil service at the state university hospitals, clinics or other ancillary health care facilities in such areas or locations. In each case, pay differentials under this subdivision shall be percentages or fixed dollar amounts. Such differentials shall be in addition to and not in lieu of an employee`s basic annual salary. Any performance advancement payments, performance awards, longevity payments or other rights or benefits to which an employee may be entitled shall be calculated from a combined base of annual salary plus differential payments. Any differential payable pursuant to this subdivision shall be included as compensation for retirement purposes. A pay differential shall be terminated for any employee when the employee ceases to be employed in a position, or area, or location for which such pay differential was authorized. Otherwise, a pay differential shall remain in effect for each such employee and future pay differentials shall be authorized pursuant to this subdivision.

b. Teaching and research center nurses who on April first, nineteen hundred ninety-five are receiving additional compensation as a result of a previous determination by the director of classification and compensation of the department of civil service to authorize a geographic area pay differential shall continue to receive such additional compensation while employed in the position for which such differential was authorized unless modified pursuant to this subdivision.

c. The state comptroller is hereby authorized to make the payments allowed under this subdivision from monies available to the state university from health care revenues.

d. The compensation described herein is limited to those nurses in the classified civil service employed at university health care facilities at the health science center at Syracuse, university hospital at the health science center at Brooklyn, and university hospital at the state university of New York at Stony Brook.

Sec. 355-b. Investments in designated obligations; indemnifications. 1. It is hereby found and declared that obligations of the state of New York, the New York state housing finance agency and the dormitory authority of the state of New York are reasonable, prudent, proper and legal investments in which all gifts, grants, bequests and devises administered as endowments by the state university trustees may be invested by such trustees or any officer, employee or fiduciary thereof. For the purposes of this section such gifts, grants, bequests and devises shall be referred to as endowment funds.

2. Notwithstanding any inconsistent provisions of law, the state university trustees may, in their discretion, purchase obligations designated and found to be reasonable, prudent, proper and legal investments in subdivision one of this section for such endowment funds without regard to the percentage of the assets of such endowment funds invested in such obligations and without regard to the percentage of outstanding obligations of each issuer held or to be held by such funds. The state university trustees in determining investments for such endowment funds in such obligations may consider, in addition to the appropriate factors recognized by law, the extent to which such investments will maintain the credit worthiness of the state of New York and the public benefit corporations identified in subdivision one of this section so as to enable the state and such corporations to finance the construction of capital facilities heretofore and hereafter duly authorized for the state university.

3. Notwithstanding any other provisions of law, including the provisions of section seventeen of the public officers law, the state shall save harmless and indemnify each and every trustee, officer, employee or fiduciary with responsibility for the custody of endowment funds or the assets thereof or for the approval of the sale or investment of the assets of such endowment funds, and any investment adviser, attorney or accountant who shall have been employed by or who have advised such trustee, officer, employee or fiduciary, from any or all financial loss arising out of or in connection with any claim,

demand, suit, action, proceeding or judgment for alleged negligence, waste or breach of fiduciary duty by reason of any investment by any endowment funds in any obligations designated in subdivision one of this section, or resulting from the sale of any assets of any endowment fund to obtain sufficient revenues to make such investments, provided that such trustee, officer, employee, fiduciary, investment adviser, attorney or accountant shall, within five days after the date on which he is personally served with, or receives actual notice of, any summons, complaint, process, notice, demand, claim or pleading, shall give notice thereof to the attorney general. Upon such notice, the attorney general shall assume control of the representation of such trustee, officer, employee, fiduciary, investment adviser, attorney or accountant in connection with such claim, demand, suit, action or proceeding. Each person so represented shall cooperate fully with the attorney general or any other person designated to assume such defense in respect of such representation or defense.

S 355-c. College opportunity to prepare for employment. 1. The state university is authorized to enter into an agreement with the department of social services for the establishment of the college opportunity to prepare for employment (COPE) program for the development of a program of allowable activities and services for eligible participants in the federal job opportunity and basic skills (JOBS) program.

2. The state university shall identify such funds as necessary, including any private funds provided for the purpose of supporting employment and training services, to be used on a matching basis consistent with federal requirements.

3. Services may include, but are not limited to, high school equivalency, basic education, job skills training, English-as-a-second language, job readiness training, job placement services, case management, career counseling and assessment, employability planning, supportive services such as child care, and a youth demonstration activity providing an integrated program of high school equivalency, occupational training, work experience, and job placement.

4. The state university shall submit an annual evaluation and report on the college opportunity to prepare for employment program to the governor, the speaker of the assembly, the temporary president of the senate, the chairman of the assembly ways and means committee, the chairman of the senate finance committee, and the chair of the legislative commission on skills development and career education no later than October thirty-first following the program year ending June thirtieth. The evaluation and report shall include, at a minimum, a description of services provided, participant characteristics, data on measures of educational and job skills gains, job development and placement, and retention.

S 356. Councils of state-operated institutions; powers and duties. 1. Subject to the general management, supervision and control of and in accordance with rules established by the state university trustees, the operations and affairs of each state-operated institution of the state university shall be supervised locally by a council consisting of ten members, nine of whom shall be appointed by the governor and one of whom shall be elected by and from among the students of the institution. Such voting members shall be subject to every provision of any general, special or local law, ordinance, charter, code, rule or regulation applying to the voting members of such board with respect to the discharge of their duties including, but not limited to, those provisions setting forth codes of ethics, disclosure requirements and prohibiting business and professional activities. The election of the student member shall be conducted in accordance with rules and regulations promulgated by the respective representative campus student association in accordance with guidelines established by the state university trustees. One member shall be designated by the governor as chairman. Where an undergraduate state-operated institution of the state university is located adjacent to another institution of higher education and students of such undergraduate state-operated institution are, under arrangements made by the state university, taking a substantial portion of their courses at such other institution, the president or other head of such other institution shall be an ex-officio member of the council for such undergraduate state-operated institution. Initial appointments, other than the student member and ex-officio members, shall be for terms expiring July first, nineteen hundred fifty-four, July first, nineteen hundred fifty-five, July first, nineteen hundred fifty-six, July first, nineteen hundred fifty-seven, July first, nineteen hundred fifty-eight, July first, nineteen hundred fifty-nine, July first, nineteen hundred sixty, July first, nineteen hundred sixty-one and, where there is no ex-officio member, July first, nineteen hundred sixty-two, respectively, and subsequent appointments, other than the student member, shall be for a full term of nine years from the first day of July of the calendar year in which the appointment is made. Vacancies shall be filled for the unexpired term in the same manner as original selections. The term of office for each council member appointed on or after April first, nineteen hundred eighty-six shall be seven years. The term of office for the student member shall be one year commencing July first of the calendar year in which the election is conducted, provided, however, that the term of the student member first elected shall be nine months commencing October first, nineteen hundred seventy-five and expiring June thirtieth, nineteen hundred seventy-six. In the event that the student member ceases to be a student at the institution, such member shall be required to resign. Members of such councils appointed by the governor may be removed by the governor. Members of such councils elected by the students of the institution may be removed by such students in accordance with rules and regulations promulgated by the respective representative campus student association in accordance with guidelines promulgated by the state university trustees. Members of such councils shall receive no compensation for their services but shall be reimbursed for the expenses actually and necessarily incurred by them in the performance of their duties hereunder.

2. The councils of state-operated institutions shall provide for regular meetings at least four times annually, and the chair, or any five members by petition, may at any time call a special meeting of the council and fix the time and place therefor. At least seven days notice of every meeting shall be mailed to the usual address of each member, unless such notice be waived by a majority of the council. Resolutions for the consideration of the councils must be mailed to the usual address of each council member no less than seven days prior to a meeting, unless the chair shall make available in writing on the day of the meeting the facts which necessitate an immediate vote. The agenda for such meetings shall be available three days prior to the meetings and shall be considered public records. Five members attending shall constitute a quorum for the transaction of business and the act of a majority of the members present at any meeting shall be the act of the council.

3. Subject to the general management, supervision, control and approval of, and in accordance with rules established by the state university trustees, the council of each state-operated institution shall, with respect to the institution or institutions for which it

serves, exercise the following powers:

a. recommend to the state university trustees candidates for appointment by the state university trustees as head of such institution;

b. review all major plans of the head of such institution for its more effective operation and make such recommendations with respect thereto as it deems appropriate. Such plans shall be submitted for approval by the state university trustees, together with the recommendations of the council with respect thereto. The state university trustees shall determine what constitute such major plans, which are hereby generally defined to include, among others, plans for the appraisal or improvement of the faculty and other personnel, expansion or restriction of student admissions, appraisal or improvement of academic programs and of standards for the earning of degrees, expansion of institutional plants and appraisal or improvement of student activities and housing;

c. make regulations governing the care, custody and management of lands, grounds, buildings and equipment;

d. review the proposed budget requests for such institution prepared by the head thereof and recommend to the state university trustees a budget for such institution;

e. foster the development of advisory citizens committees to render such assistance as the council may request, and to appoint the members of such citizens` committees. Members of such citizens` committees shall receive no compensation for their services but shall be reimbursed for the expenses actually and necessarily incurred by them in the performance of their duties;

f. name buildings and grounds;

g. make regulations governing the conduct and behavior of students;

h. prescribe for and exercise supervision over student housing and safety;

i. make an annual report to the state university trustees on or before September first of each year, and report to them from time to time on any matter it believes requires their attention;

j. perform such other powers and duties as may be authorized or required by the state university trustees by general rules or special directives; and

k. make and establish, and from time to time alter and amend, such regulations pertaining to the affairs of its institution, not inconsistent with law or the rules of the state university trustees, as may be necessary or appropriate to carry out effectively the foregoing powers and duties.

S 357. Statutory or contract colleges. Statutory or contract colleges shall continue to be operated pursuant to the provisions of this chapter but such colleges shall be subject to the general supervision of the state university trustees.

Sec. 358. State aid for certain higher educational institutions. 1. State financial assistance may be provided for designated shares of capital expenditures or operating expenditures or both to the following types of institutions operating in conjunccion with the state university program:

a. Medical schools, dental schools, research centers and similar institutions or facilities operating specified training or research programs or projects pursuant to contracts with the state university. The state university is hereby authorized to enter into such contracts with the city university of New York. The acceptance of any such financial assistance or the making of any such contract by or on behalf of a medical school, dental school, research center or similar institution or facility shall not subject it or its programs to supervision, control or regulation by the state university trustees except to the extent that such supervision, control or regulation are expressly stated in the contract.

b. Community colleges.

c. Post-secondary technical vocational training institutions which are partly supported by a municipality or board of education and partly supported by an educational foundation for an industry chartered by the board of regents.

S 359. Reports of the state university trustees. 1. The trustees of the state university shall make, on or before January first of each year, an annual report of its activities and such recommendations as it may deem appropriate to the board of regents, the governor, the state comptroller and the legislature. This annual report shall include a summary of state university`s (1) operations and accomplishments; and (2) revenues and expenditures, in accordance with the categories or classifications established by the trustees of the state university for operating and capital outlay purposes. A copy of such report shall also be transmitted to the council of each state-operated institution.

2. On the fifteenth day of September, November, January, March, May and July of each year, the trustees of the state university shall submit to the chairs of the senate finance committee and the assembly ways and means committee and the director of the budget for informational purposes, bi-monthly reports developed in consultation with the aforementioned chairs and director of all receipts and disbursements of the state university. These reports shall include but not be limited to:

a. a comparison of actual receipts and disbursements with the fiscal year expenditure and revenue plan;

b. an allocation of lump sums;

c. an allocation of lump sum positions;

d. the reallocation between campuses of personal service based upon full-time equivalent positions;

e. transfers to other than personal service and temporary service;

f. campus allocation changes; and

g. identification of any revenue shortfalls, deficiencies, surpluses, or budgetary actions by the governor.

3. The trustees of the state university shall submit to the governor, the state comptroller and the legislature, within one hundred twenty days after the close of each state university fiscal year, an annual financial statement which has been audited by an independent certified public accountant and prepared in accordance with generally accepted accounting principles as prescribed by the state comptroller.

S 360. Powers to Regulate Traffic on University Grounds. 1. For the purpose of providing for the safety and convenience of its students, faculty, employees, and visitors within and upon the property, roads, streets, and highways under the supervision and control of the state university, the board of trustees is hereby authorized to:

a. Adopt and enforce such provisions of the vehicle and traffic law, or any rules of the state department of transportation adopted under the authority of that law, as control or regulate vehicular or pedestrian traffic and parking.

b. Adopt and enforce such additional rules and regulations for the control of vehicular or pedestrian traffic and parking as local authorities are permitted to adopt and enforce pursuant to the vehicle and traffic law.

c. Adopt and enforce campus rules and regulations not inconsistent with the vehicle and traffic law relating to parking, vehicular and pedestrian traffic, and safety. Such rules and regulations may include provisions for the disposition of abandoned vehicles, removal by towing or otherwise of vehicles parked in violation of such rules at the expense of the owner, the payment of fees for the registration or parking of such vehicles, and the assessment of administrative fines upon the owner or operator of such vehicles for each violation of the regulations. However, no such fine may be imposed without a hearing or an opportunity to be heard conducted by an officer or board designated by the board of trustees. Such fines, in the case of an officer or employee of state university, may be deducted from the salary or wages of such officer or employee found in violation of such regulations, or in the case of a student of state university found in violation of such regulations, the university may withhold his grades and transcripts until such time as any fine is paid.

d. To erect, operate and maintain at the entrance or entrances to any such grounds and at other appropriate points thereon or therein appropriate control lights, signs and signals.

2. A violation of any section of the vehicle and traffic law or of any rule of the state department of transportation made applicable as provided in paragraphs a or b of subdivision one hereof, shall be a misdemeanor or traffic infraction as designated in such law or rules as the case may be, and shall be punishable as therein provided. Such laws, rules and regulations shall be enforced, and violations thereof where designated a misdemeanor or traffic infraction shall be punishable in any court having jurisdiction in the territory in which such violations shall occur.

3. Notice of all such laws, rules, and regulations adopted or made applicable pursuant to paragraphs a and b of subdivision one shall be given by filing a copy of all such laws, rules and regulations in the office of the secretary of state, the office of the clerk of the city, town, or village where they may be enforced, and in the office of the campus security director or such other location as may be designated by the campus chief administrative officer. Notice of campus rules and regulations adopted pursuant to paragraph c of subdivision one shall be given by filing in the office of the campus security director or such other location as may be designated by the campus chief administrative officer.

4. Notwithstanding any inconsistent provision of law, the persons designated as peace officers by the board of trustees, pursuant to paragraph m of subdivision two of section three hundred fifty-five of this chapter, shall have the power to issue a uniform traffic summons and complaint as provided in the vehicle and traffic law and simplified traffic informations as provided for in the criminal procedure law for traffic violations committed upon the property, streets, roads and highways owned, controlled and maintained by state university and within the grounds of any institution therein constituting a part of the administrative, educational or research plant or plants owned or under the supervision, administration and control of said university, such informations to be administered pursuant to the provisions of article two-a of the vehicle and traffic law, where applicable.

S 364. Separability. If any clause, sentence, subdivision, paragraph, section or part of this article be adjudged by any court of competent jurisdiction to be invalid, such judgment shall not affect, impair or invalidate the remainder thereof, but shall be confined in its operation to the clause, sentence, subdivision, paragraph, section or part thereof directly involved in the controversy in which said judgment shall have been rendered.

S 365. Construction. The powers enumerated in this article shall be interpreted broadly to effectuate the purposes thereof and shall not be construed as a limitation of powers.

New York State Assembly
[Welcome Page] [Legislative Information]

New York State Consolidated Laws

Education

ARTICLE 126
COMMUNITY COLLEGES AND STATE-AIDED FOUR-YEAR COLLEGES

Section 6301. Definitions.
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6303. Programs and curricula of community colleges.
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6309. Reimbursement of defense costs incurred by or on behalf of community college trustees, officers and employees.
6310. Community college regions - administration and finance.

S 6301. Definitions. As used in this article, unless the context shall otherwise require, the following terms shall mean:

1. "State university trustees." Board of trustees of the state university.

2. "Community colleges." Colleges established and operated pursuant to the provisions of this article, either individually or jointly, by counties, cities, intermediate school districts, school districts approved by the state university trustees, or individually by community college regions approved by the state university trustees, and providing two-year post secondary programs pursuant to regulations prescribed by the state university trustees and receiving financial assistance from the state therefor.

3. "Local sponsor." Any city, county, intermediate school district, school district approved by the state university trustees, or community college region approved by the state university trustees, sponsoring or participating in the establishment or operation of a community college.

4. "Community college region." A community college local sponsor composed of two or more contiguous counties, cities or school districts, or any combination thereof, which are eligible to appoint members to a community college regional board of trustees.

5. "Resident." A person who has resided in the state for a period of at least one year and in the county, city, town, intermediate school district, school district or community college region, as the case may be, for a period of at least six months, both immediately preceding the date of such person`s registration in a community college or, for the purposes of section sixty-three hundred five of this chapter, his application for a certificate of residence.

In the event that a person qualified as above for state residence, but has been a resident of two or more counties in the state during the six months immediately preceding his application for a certificate of residence pursuant to section sixty-three hundred five of this chapter, the charges to the counties of residence shall be allocated among the several counties proportional to the number of months, or major fraction thereof, of residence in each county.

S 6302. Authorization to establish community colleges. 1. Any local sponsor, other than a community college region, acting through its local legislative body or board, or other appropriate governing agency, which in the case of the city of New York acting as a local sponsor shall be the mayor of that city, may by local law, resolution, order or ordinance, and pursuant to the master plan, standards and regulations prescribed by the state university trustees and with the approval of said trustees:

a. Establish a community college.

b. Elect to participate in and pay an appropriate share of the expenses involved in the community college program of any other local sponsor consenting to such arrangement.

c. Combine with one or more other local sponsors for the joint establishment and operation of a community college.

2. Pursuant to section sixty-three hundred ten of this article, any eligible county, city or school district acting through its local legislative body or board, may by local law or resolution, and pursuant to the master plan, standards and regulations prescribed by the state university trustees, and with the approval of said trustees, combine with one or more contiguous counties, cities or school districts, or any combination thereof, to constitute a community college region for the purpose of operating, as local sponsor, an existing community college which is currently sponsored by a city or school district other than a school district located in a city with a population of one million or more.

3. In the city of New York, the board of education, with the approval of the state university trustees, may act as a local sponsor in the establishment and operation, as a community college, of a post secondary technical vocational training institution which is partly supported by such board of education and partly supported by an educational foundation for an industry chartered by the board of regents. In addition to the community college programs and curricula authorized by this article, the institution may offer such baccalaureate, masters degree programs and curricula in support of its mission, in accordance with standards and regulations prescribed by the state university trustees, as may be authorized pursuant to the provisions of the master plan. Notwithstanding any other provision of law, the institution shall be financed and administered in the manner provided for community colleges.

4. Community colleges so established and operated shall be eligible to receive financial assistance from the state as hereinafter provided, which shall be paid to the local sponsor or sponsors, provided, however, that in the case of any local sponsor which shall have assigned such financial assistance to the dormitory authority, such payment shall be made to the commissioner of taxation and finance for deposit in the community college tuition and instructional income fund.

5. Whenever a plan for a community college, other than a plan for participation in a community college region, shall have been formulated by a county board of supervisors and approved as provided in this section, the board of supervisors may submit the question of the establishment of the community college contemplated by such plan to a referendum at any general election at which all the voters of the county may vote. The form of the proposition shall be determined by the board of supervisors and shall include an estimate of the county`s share of the initial capital cost and an estimate of the county`s share of the annual cost of maintenance and operation. If the majority of the voters voting on such proposition shall approve the establishment of the community college, such college shall be deemed established and the board of supervisors shall proceed forthwith to exercise the powers and authority conferred upon it in this article.

S 6303. Programs and curricula of community colleges. 1. Community colleges shall provide two-year programs of post high school nature combining general education with technical education relating to the occupational needs of the community, area or community college region in which the college is located and those of the state and the nation generally. Special courses and extension work may be provided for part-time students.

2. Training for certain occupational skills may be limited to selected community colleges by the state university trustees in order to avoid unnecessary duplication or overlapping of facilities and programs.

3. The curricula in community colleges shall be designed to serve the needs of students who seek two years of post secondary education and whose needs would not ordinarily be met by the usual four-year college curriculum. However, such colleges shall nevertheless provide sufficient general education to enable qualified students who so desire to transfer after completion of the community college program to institutions providing regular four-year courses except that the provision of such general education sufficient for transfer to institutions providing regular four-year courses shall be at the option of the local sponsor in any of the community colleges established upon discontinuance of a state institute of applied arts and sciences and upon discontinuance of the veterans vocational school at Troy pursuant to the provisions of section fifty-nine hundred nine of former article one hundred nineteen of this chapter.

4. The curricula of the community colleges shall be developed with the assistance and guidance of the state university trustees and shall be subject to their approval, and such modifications, amendments and revisions as they may from time to time prescribe.

5. Notwithstanding the provisions of any other general, special or local law, rule or regulation, community colleges may permit persons sixty years of age or over to audit courses given therein without tuition, examination, grading or credit therefor upon a space available basis, subject to the pro- visions of section sixty-three hundred four of this chapter, as determined by the president of each such institution, pro- vided that such audit attendance does not deny course attendance at a community college by an individual who is otherwise qualified under the regulations and the provisions of section sixty-three hundred four of this chapter. The provisions of this paragraph shall not affect any state aid to community colleges granted pursuant to article one hundred twenty-six of this chapter.

S 6304. Financing of community colleges. 1. The master plan, standards and regulations prescribed by the state university trustees shall include provisions for financing the capital costs and operating costs of such colleges in the following manner:

a. State financial aid shall be one-third of the amount of operating costs, as approved by the state university trustees. Operating costs shall not include any payment of debt service or rentals or other payments by a local sponsor to the dormitory authority pursuant to any lease, sublease or other agreement entered into between the dormitory authority and a local sponsor. Such aid for a college shall, however, be for two-fifths of operating costs for any fiscal year of the college during which it is implementing a program of full opportunity provided a plan has been approved by the state university trustees. Such plan, which shall be submitted by the college only after approval by the board of trustees and the local sponsor or sponsors, shall

(i) establish a policy of offering acceptance in an appropriate program of the college to all applicants residing in the sponsorship area who graduated from high school within the prior year and to applicants who are high school graduates and who were released from active duty with the armed forces of the United States within the prior year;

(ii) provide for full implementation of such policy by the fall semester of nineteen hundred seventy or, if the college demonstrates to the state university trustees that full implementation by such time would not be feasible and in the best interests of the college, provide for a timetable to achieve such full implementation within five years which provides for substantial growth in registration each year;

(iii) make provision for and contain adequate assurances of the expenditure of funds by the sponsor or sponsors at a level pursuant to state university regulations, at least that necessary to implement the plan;

(iv) provide for adequate programs of remediation, instruction and counselling to meet the needs of all students to be served by the college. The trustees may require periodic reports or certifications from colleges which have submitted plans which have been approved and may, in appropriate cases, revoke such approval in case a college is in default of implementing its plan.

b. (i) Operating costs shall not include any payment of debt service or rentals or other payments by a local sponsor to the dormitory authority pursuant to any lease, sublease or other agreement entered into between the dormitory authority and a local sponsor. Such operating costs shall be subject to such maximum limitations and joint regulations as shall be prescribed by both the city university trustees and the state university trustees with the approval of the director of the budget. Such limitations shall be based upon maximum allowances per student for each student in attendance in the case of operating costs, or in accordance with such other factors as may be deemed appropriate. Operating costs shall include courses offered for the purpose of providing occupational training or assistance to business for the creation and retention of job opportunities and for the improvement of productivity, through contracts or arrangements between a community college and a business, labor organization, or not-for-profit corporations or other nongovernmental organizations, including labor-management committees composed of labor, business and community leaders organized to promote labor-management relations, productivity, the quality of working life, industrial development, and retention of business in the community.

(ii) By December thirty-first, nineteen hundred seventy-three, the state university trustees shall develop a new formula for the financing of the operating costs of community colleges. Such formula may include maximum limitations, regulations, and incentives to achieve compliance with the code of standards and procedures for community colleges.

The state university trustees shall present to the governor proposed legislation incorporating such formula into law for consideration during the nineteen hundred seventy-four regular session of the legislature. The state university trustees shall also present a detailed analysis of the fiscal impact of such a formula on the state and on each community college within the state.

Such formula or the amended version thereof, upon enactment into law, shall replace any limitations and regulations then in existence concerning the financing of community colleges promulgated pursuant to this section.

(iii) The state university trustees shall, on or before December thirty-first in each year, make a report to the governor and legislature as to the status of community college programs and curricula provided for in article one hundred twenty-six of this chapter. Such report shall also contain recommendations for any revision or alteration in the formula for financing the operating costs of community colleges.

(iv) The state university trustees shall promulgate regulations, effective the first day of July, nineteen hundred seventy-four, which shall include a code of standards and procedures for the administration and operation of community colleges. Such code of standards and procedures, may include, but not be limited to, minimum and maximum standards for academic curricula, minimum and maximum qualitative and quantitative standards for facilities, and standard administrative procedures, which may include schedules and formats for the preparation and submission of annual budgets by the boards of trustees and the local sponsors to the state university trustees, schedules for local sponsors` disbursements to the community colleges of their provided shares of operating costs and systems of accounts for use by the boards of trustees and the local sponsors of the community colleges. Such regulations may supplement, replace or amend any limitations and regulations then in existence promulgated pursuant to this section.

c. The local sponsor or sponsors shall provide one-half of the amount of the capital costs, or so much as may be necessary, and one-third or, in the case of a college implementing a program of full opportunity for local residents, four-fifteenths of the operating costs, or so much as may be necessary, by appropriations from general revenues or from funds derived from special tax levies earmarked in part or whole for such purposes, by the use of gifts of money or, with the consent of the state university trustees, by the use of property, gifts of property or by the furnishing of services or, where a community college region is the local sponsor, in the manner provided by section sixty-three hundred ten of this chapter. Where the local sponsor or sponsors provide all or a portion of its or their share of capital or operating costs in real or personal property or in services, the valuation of such property and services for the purpose of determining the amount of state aid shall be made by the state university trustees with the approval of the director of the budget. Local sponsors and, in the case of community college regions, any county, city or school district which has appointed members to a community college regional board of trustees may authorize the issuance of bonds or notes pursuant to the provisions of the local finance law to provide any portion or all of its requisite share of such costs for which a period of probable usefulness has been established in the local finance law. Where a county or city is the local sponsor of a community college, or appoints members to a community college regional board of trustees, the expenditures of the county or city for the college, or community college region, shall be a purpose of the county or city provided, however, that taxes to pay the local sponsor`s share of operating costs, or the operating shares of the community college region charged to the county, may be charged back to the cities and towns in the county in proportion to the number of students attending the community college each term who were residents of each such city or town at the beginning of such term.

d. Tuition and fees charged students shall be fixed so as not to exceed in the aggregate more than one-third of the amount of operating costs of the community college.

1-b. For the purpose of budgeting and expending funds and for the purpose of determining eligibility for state financial aid for operating costs pursuant to subdivision one of this section, subject to rules and regulations of the state university trustees and the approval of the director of the budget, the community colleges in the city of New York sponsored by the board of higher education or by the city of New York where the board of higher education has been designated as the trustees of such colleges, shall be treated as a single community college.

2. Community colleges shall be empowered and authorized through their boards of trustees, to accept gifts, grants, bequests and devises

absolutely or in trust for such purposes as may be appropriate or proper for effectuating the programs and objectives of such colleges.

3. Nothing herein contained shall be construed to prevent any local sponsor or sponsors from creating and operating community colleges which exceed maximum cost limitations or allowances prescribed by the state university trustees, provided however, that the excess costs over such prescribed limits or allowances shall be borne and paid for or otherwise made available to or by such sponsors.

4. Where two or more local sponsors jointly establish and operate a community college, the local share of the capital costs shall be apportioned among them according to their respective equalized assessed valuations or such other factors or bases as may be provided or prescribed in the plans, standards and regulations prescribed by the state university trustees. The local share of the operating expenses shall be apportioned among such joint sponsors in accordance with the number of students who are residents of their respective areas, or such other factors as may be prescribed in the plans, standards and regulations by the state university trustees.

5. Any community college may, with the consent and approval of its local legislative body or board, community college regional board of trustees, or other appropriate governing agency, and the state university trustees, require lesser tuition charges or fees from persons who are residents of the sponsoring community, communities or community college region than the amount necessary in the aggregate to provide one-third of the operating costs, or provide tuition to such persons without charge, provided that the local legislative body or board, community college regional board of trustees or other appropriate governing agency appropriates sufficient funds, or sufficient funds are made available from other sources to provide the amount which would normally be provided by such tuition and fees. Each community college shall provide that upon request by a student who is an eligible veteran the payment of tuition and fees, less the amounts payable for such purposes from scholarships or other financial assistance awarded said veteran pursuant to article thirteen of this chapter, article one hundred thirty of this chapter or any other community college, state or federal financial aid program, shall be deferred in such amounts and until such times as the several payments of veterans` benefits under the Veterans` Readjustment Benefit Act of 1966, as amended, are received by the veteran, provided that the veteran has filed a claim for such benefits and presents to the community college proof of eligibility, extent of entitlement to benefits and the need for deferral until the receipt of such benefits.

5-a. Notwithstanding the provisions of any general, special or local law to the contrary, the fiscal year of a community college other than in the city of New York and other than one sponsored by a school district, shall begin with the first day of September and end with the thirty-first day of August in each year. All of the provisions of law fixing times or dates within which or by which certain acts shall be performed in relation to the preparation and adoption of the budget of a city or a county, including but not limited to submission of a budget estimate, filing of a tentative budget, public hearing and adoption of a budget, shall apply to the budget of a community college sponsored by such city or county but shall be correspondingly changed, as to time, to relate to the commencement of the fiscal year of the community college; provided, however, that after the budget for the community college shall have been adopted, the local legislative body or board or other appropriate governing body shall provide for the raising of taxes required by such budget, without any decrease in amount, in the same manner and at the same time prescribed by law for the annual levy of taxes by or for the city or county. All of the provisions of law fixing times and dates within which or by which certain acts shall be performed in relation to the preparation and adoption of the budget of a school district shall apply to the budget of a community college sponsored by a school district. The provisions of this subdivision shall not apply to community college regions.

5-b. Moneys raised by taxation for maintenance of a community college and moneys received from all other sources for purposes of the community college, other than in the city of New York, shall be kept separate and distinct from any other moneys of the sponsor or sponsors and shall not be used for any other purpose. The amount of taxes levied for maintenance of a community college shall be credited thereto and made available therefor within the fiscal year of such community college. The provisions of this subdivision shall not apply to community college regions.

6. The local legislative body or board, or other appropriate governing agency, other than a community college regional board of trustees, shall provide the local sponsor's share of the community college operating and capital costs in conformance with such sponsor's annual budgetary appropriation, and shall direct that payment of all appropriations for maintenance of the college be made to the board of trustees of the college for expenditure by the board, subject to the terms and conditions of such appropriations appearing in such budget and to such regulations regarding the custody, deposit, audit and payment thereof as such local legislative body or board, or other appropriate governing agency, may deem proper to carry out the terms of the budget; provided that any local sponsor which, as of January first, nineteen hundred eighty-eight, provided for audit and payment of charges against the community college in the same manner as it provides for other charges against the local sponsor, may continue to do so for a period not to extend beyond September first, nineteen hundred eighty-nine.

Such local legislative body or board, or other appropriate governing agency, shall authorize the board of trustees of the college to elect a treasurer, establish a bank account or accounts in the name of the college and deposit therein moneys received or collected by the college, including moneys appropriated and paid by the local sponsor, moneys received from tuition, fees, charges, sales of products and services, and from all other sources. The board of trustees of the college shall, subject to the requirements specified in or imposed pursuant to this subdivision, authorize the treasurer to pay all proper bills and accounts of the college, including salaries and wages, from funds in its custody. The treasurer shall execute a bond or official undertaking to the board of trustees of the college in such sum and with such sureties as that board shall require, the expense of which shall be a college charge.

The board of trustees of the college similarly shall authorize the treasurer to establish and maintain petty cash funds, not in excess of two hundred dollars each, for specified college purposes or undertakings, from which may be paid, in advance of audit, properly itemized and verified or certified bills for materials, supplies or services furnished to the college for the conduct of its affairs and upon terms calling for the payment of cash to the vendor upon the delivery of any such materials or supplies or the rendering of any such services. Lists of all expenditures made from such petty cash funds shall be presented to the board of trustees at each regular meeting thereof, together with the bills supporting such expenditures, for audit and the board shall direct reimbursement of such petty cash funds from the appropriate budgetary item or items in an amount equal to the total of such bills which it shall so audit and allow. Any of such bills or any portion of any of such bills as shall be disallowed upon audit shall be the personal responsibility of the treasurer and such official shall forthwith reimburse such petty cash fund in the amount of such disallowances.

The board of trustees of the college shall provide for periodic audits of all accounts maintained at its direction and render such reports respecting any and all receipts and expenditures of the college as the local legislative body or board, or other appropriate governing agency, may direct.

7. The board of trustees of the college, or the community college regional board of trustees may require any bank or banker in which community college moneys are on deposit or are to be deposited to file with the board a surety bond payable to the college executed by a surety company authorized to transact business in this state and securing to the college the payment of such deposits and the agreed interest thereon, if any. In lieu of a surety bond, the board may require any such bank or banker to deposit with it outstanding unmatured obligations of the United States of America, the state of New York, or of any municipality or college of the state of New York, as security for such moneys so deposited; but such obligations shall be subject to the approval of the board and shall be deposited in such place and held under such conditions as the board may determine. Every depositary of college moneys is hereby authorized and empowered to secure deposits of such moneys as provided in this subdivision.

8. a. The state shall, in addition to any other funds that may be appropriated for assistance to community colleges, annually appropriate and pay

(i) to the local sponsor of each community college, except a community college where the local sponsor has entered into an agreement with the dormitory authority to finance and construct a community college facility, an amount equal to the aggregate of all rentals and all payments due and payable to the dormitory authority pursuant to any lease, sublease, or other agreement entered into between the dormitory authority and such local sponsor, whether or not such local sponsor shall be liable therefor, for each twelve-month period beginning on the next succeeding July first, and

(ii) to the local sponsor of each community college where the local sponsor has entered into an agreement with the dormitory authority to finance and construct a community college facility, an amount equal to one-half of all rentals and all payments due and payable to the dormitory authority pursuant to any lease, sublease, or other agreement entered into between the dormitory authority and such local sponsor, whether or not such local sponsor shall be liable therefor, for each twelve-month period beginning on the next succeeding July first, provided, however, if such a local sponsor shall thereafter agree to finance the costs of providing all or part of a community college facility the state shall, instead, annually appropriate and pay to such local sponsor an amount equal to that portion of all rentals and all payments due and payable to the dormitory authority during the twelve-month period beginning on the next succeeding July first pursuant to any lease, sublease or other agreement providing for such financing which portion represents the state`s share (one-half) of the cost of each facility being financed, whether or not the local sponsor shall be liable to pay such rentals and payments, and

(iii) to the local sponsor of each community college which has financed the entire capital cost of constructing a community college facility, an amount equal to one-half of the annual debt service on obligations issued by such local sponsor for the purpose of constructing such facility. No local sponsor of a community college shall be eligible for assistance pursuant to the provisions of this paragraph unless: (a) a first instance appropriation has been enacted into state law prior to the commencement of construction; and (b) the state comptroller has approved the interest rate of any and all obligations issued by such local sponsor after July twenty-fourth, nineteen hundred seventy-six to finance the cost of such facility prior to the issuance of such obligations; and (c) all contracts for the construction of such facility entered into by such local sponsor after July twenty-fourth, nineteen hundred seventy-six have been approved by the director of the budget prior to the awarding of such contracts.

b. For the purposes of this subdivision, all references to the local sponsor of a community college shall be deemed, in the case of community college regions, to refer to those counties, cities or school districts which have appointed members to a community college regional board of trustees.

9. a. Where construction of a community college facility has commenced pursuant to the provisions of a lease, sublease or other agreement with the dormitory authority or prior to July twenty-fourth, nineteen hundred seventy-six, the local sponsor of such community college may elect to finance the entire capital cost of constructing such facility pursuant to the provisions of subdivision ten of this section, provided, however, that the proceeds of obligations issued by such local sponsor to finance the capital cost of constructing such facility may be paid to the dormitory authority to the extent of amounts owing under a lease, sublease or other agreement with the dormitory authority entered into by such local sponsor with respect to such facility, and provided further that any such local sponsor which elected to refinance the entire capital cost of constructing a community college facility pursuant to the provisions of this subdivision, may, at the time it enters into permanent financing of such facility, elect to do so pursuant to the provisions of the dormitory authority act or subdivision ten of this section.

b. For the purposes of this subdivision, all references to the local sponsor of a community college shall be deemed, in the case of community college regions, to refer to those counties, cities or school districts which have appointed members to a community college regional board of trustees.

10. a. Each local sponsor of a community college shall have full power and authority to finance all or a portion of the capital costs of a community college facility pursuant to the provisions of the local finance law and to expend the proceeds therefrom to pay such costs.

b. For the purposes of this subdivision, the reference to the local sponsor of a community college shall be deemed, in the case of community college regions, to refer to those counties, cities or school districts which have appointed members to a community college regional board of trustees.

S 6304-A. Reports to local sponsors. The commissioner shall provide the local sponsor or sponsors with a copy of each program review report of the sponsored community college prepared by the department pursuant to this chapter. The comptroller shall provide the local sponsor or sponsors with a copy of each final audit or final report on the sponsored community college prepared by the department of audit and control. The president of the higher education services corporation shall provide the local sponsor or sponsors with a copy of each report of a financial aid program review of the sponsored community college.

S 6305. Non-resident and out-of-state students. 1. In addition to admitting residents of its own local sponsor or sponsors, each community college shall, within the quota and under the conditions prescribed by the state university trustees, admit non-resident students and out-of-state students.

2. Any community college may, with the approval of the state

university trustees, charge non-resident students sufficient tuition and fees to cover an allocable portion of the local sponsor`s share of the operating costs of such community college in addition to regular tuition and fees. Such community college may elect to charge to and collect from each county within the state which has issued a certificate or certificates of residence pursuant to subdivision three of this section on the basis of which such non-resident students are attending such community college, an allocable portion of the local sponsor`s share of the operating costs of such community college attributable to such non-resident students, computed on a per student basis, together with a further sum of not to exceed three hundred dollars each year to be determined and approved by the state university trustees for each such non-resident student on account of the local sponsor`s share of the capital costs incurred to provide facilities in which such non-resident students can be accommodated; or, where such non-resident students come from communities which have elected to participate in and pay an appropriate share of the expenses involved in the local sponsor`s community college program, such allocable portion of operating expenses and such further sum not to exceed three hundred dollars per student for capital costs on account of their residents attending such community college shall be determined and approved by the state university trustees, and be charged to and collected from such communities.

3. The chief fiscal officer of each county, as defined in section 2.00 of the local finance law, shall, upon application and submission to him of satisfactory evidence, issue to any person desiring to enroll in a community college as a non-resident student, a certificate of residence showing that said person is a resident of said county. If the chief fiscal officer of a county refuses to issue such a certificate on the ground that the person applying therefor is not a resident of such county, the person applying may appeal to the chancellor of the state university. The chancellor of the state university shall make a determination after a hearing, upon ten days` notice to such chief fiscal officer of the county, and such determination shall be final and binding on the county. Such person shall, upon his registration for each college year, file with the college such a certificate of residence issued not earlier than two months prior thereto, and such certificate of residence shall be valid for a period of one year from the date of issuance.

4. If, pursuant to subdivision two of this section, a community college elects to charge to and collect an allocable portion of the operating costs and a further sum on account of capital costs of such college from each county which has issued a certificate or certificates of residence pursuant to subdivision three of this section, on the basis of which non-resident students are attending such community college, the president of such community college shall, within forty-five days after the commencement of each college term or program, submit to the chief fiscal officer of each county a list of non-resident students attending such college on the basis of such certificates of residence and a voucher for the amount payable by each county for these students. Such list and voucher shall be determined on the basis of non-resident students enrolled in the program as of the end (or last day) of the third week of the commencement for a program scheduled for one semester, the end of the second for a program scheduled for an academic quarter and the end of the first week for any program scheduled to be completed in thirty days or less. The chancellor of the state university, or such officers or employees thereof as shall be designated by the chancellor in the manner authorized by the state university trustees, shall notify the chief fiscal officers of each county of the approved annual operating and capital charge-back rate for each community college. The amount billed to the chief fiscal officer of each county by the

president of such community college as a charge for the allocable portion of the operating costs and a further sum on account of capital costs of such college for non-resident students shall be paid to the chief fiscal officer of such college by the billed county no later than sixty days after the county receives said billing.

5. Amounts payable to such colleges by a county pursuant to this section shall be a general county charge; provided, however, that with respect to the amounts allocable to each community college a county may charge back such amounts in whole or in part to the cities and towns in the county in proportion to the number of students who, on the basis of certificates of residence issued by such county, were attending each such college as non-residents of the local sponsors thereof during the terms for which the county has been charged, and who were residents of each such city or town at the beginning of such terms.

7. In the case of counties comprising the city of New York, references in this section to a county shall mean the city of New York and references in this section to the chief fiscal officer of a county shall mean the comptroller of the city of New York.

8. Part-time and out-of-state students shall be charged such tuition and fees as may be approved by the state university trustees. Any student attending a community college who is a member or the spouse or the dependent of a member of the armed forces of the United States on full-time active duty and stationed in this state, whether or not a resident of this state, shall be charged the tuition rate for residents as approved by the state university trustees.

9. A community college may expend moneys collected as capital charges received from counties of nonresident students for up to one-half the purchase price of equipment. A community college may include up to one-half the purchase price of equipment in calculating capital charges collected from counties of nonresident students. Such expenditures shall be made pursuant to guidelines promulgated in rules and regulations of the board of trustees of the state university. In no event shall such expenditures qualify for state aid as capital costs.

10. On or before March thirty-first, nineteen hundred ninety-five and every year thereafter, the state shall reimburse each county which has issued a certificate of residence for any non-resident student in attendance at the fashion institute of technology during the nineteen hundred ninety-three--ninety-four academic year and every year thereafter in an amount equal to fifty percent of the actual amount paid by such county on behalf of such students and on or before June first, nineteen hundred ninety-five and every year thereafter, the state shall reimburse each county for the remaining fifty percent of the actual amount paid by each such county on behalf of such students.

S 6306. Administration of community colleges--boards of trustees. 1. Each community college, except in the city of New York, shall be administered by a board of trustees of ten members, nine of whom shall be appointed for terms of nine years in annual rotation, and one member elected as herein provided, except that initial appointments shall be made for terms of one to nine years respectively. Five members shall be appointed by the local legislative body or board, or other appropriate governing agency, one of whom may be a member of such local legislative body or board, or other appropriate governing agency, four, from among persons residing in the sponsoring community, by the governor and one member elected by and from among the students of the college who shall serve as a member of the board for a one-year term, provided, however, that the term of the student member first elected shall be nine months commencing October first, nineteen hundred seventy-five. The student member shall be afforded the same parliamentary privileges as are conferred upon voting members, including but not limited to the right to make and second motions and to place items on the agenda. Such student member shall be subject to every provision of any general, special or local law, ordinance, charter, code, rule or regulation applying to the members of such board with respect to the discharge of their duties including, but not limited to, those provisions setting forth codes of ethics, disclosure requirements and prohibiting business and professional activities. The election of the student member shall be conducted in accordance with rules and regulations promulgated by the respective representative campus student association in accordance with guidelines established by the state university trustees. In the event that the student member ceases to be a student at the institution, he shall be required to resign. The governor`s initial appointments shall be for terms of two, four, six and eight years respectively and those by local authorities for terms of one, three, five, seven and nine years respectively. Vacancies shall be filled for unexpired terms in the same manner as original selections by the authority responsible for the original selection. The board shall select its own chairman from among its voting membership. Where two or more local sponsors join in the establishment of a community college, the apportionment of the appointments among them shall be made by the state university trustees. Trustees shall receive no compensation for their services but shall be reimbursed for their expenses actually and necessarily incurred by them in the performance of their duties under this article. Members initially appointed or elected under this subdivision to the board of trustees of any community college hereafter established shall take office immediately upon their selection and qualification, but for purposes of determining the expiration of their respective terms and the commencement of the terms of their successors, the term of office of each such initial member shall be deemed to have commenced on the first day of July of the year in which such college was established. The terms of office of all members of the boards of trustees of community colleges heretofore established, appointed or elected as provided in this subdivision, shall terminate on the thirtieth day of June of the calendar year within which such terms expire under the provisions of this subdivision as hereby amended. For the purpose of determining such year all initial terms of office of appointed members of the boards of trustees of community colleges heretofore established shall be deemed to have commenced on the first day of July of the year in which such colleges were established and the terms of their successors for full terms, if any, shall be deemed to have commenced upon the expiration of the number of years from such date for which such initial appointments were made.

The one member elected by and from among the students of the college may be removed by such students in accordance with rules and regulations promulgated by the respective representative campus student association in accordance with guidelines promulgated by the state university trustees.

In the case of community colleges in the city of New York the year in which any such college was established for the purposes of this subdivision shall mean the year in which it was or may be determined that its board of trustees be appointed and serve in the manner provided by this subdivision.

The provisions of this subdivision shall not apply to community college regional boards of trustees.

1-a. Notwithstanding the provisions of subdivision one of this section, the term of office of a member of the board of trustees of Rockland Community College appointed by the local legislative body or board shall be five years.

2. The board of trustees of each community college shall appoint a president for the college, subject to approval by the state university

trustees, and it shall appoint or delegate to the president the appointment of other members of the staff. The staff of a community college shall consist of the professional service and the non-professional service. The professional service shall include positions requiring the performance of educational functions in agriculture, home economics, liberal and applied arts and sciences, engineering, technical skills, crafts, business education, medicine, dentistry, nursing, academic administration, library service, student activities, student personnel services, and other professions required to carry on the work of the community colleges. The non-professional service shall consist of all positions not in the professional service. The board of trustees of each community college shall adopt curricula, subject to the approval of the state university trustees, prepare a budget and, with the exception of community college regional boards of trustees, submit such budget for approval by the local legislative body or board, or other appropriate governing agency and, subject to the general supervision of the state university trustees, discharge such other duties as may be appropriate or necessary for the effective operation of the college.. Where the city of New York is the local sponsor of a community college, salaries fixed by the board of trustees of such college shall be in accordance with salary schedules approved by the mayor of that city.

3. In the city of New York, upon the establishment of a community college sponsored by the board of education, the sponsoring board shall be the trustees and shall be vested with the powers of a board of trustees of a community college, or upon the application of the sponsoring board, approved by the state university trustees, the board of trustees of such community college may be appointed and serve in the manner provided by subdivision one of this section; and upon the establishment and continuance of a community college sponsored by the city of New York, the local sponsor may designate the board of education in that city as the trustee to be vested with the powers of a board of trustees of a community college, or the local sponsor may provide that the board of trustees of such community college shall be appointed and serve in the manner provided by subdivision one of this section. In the event that the board of education serves as the board of trustees of a community college in the city of New York, its powers and duties in relation thereto shall be as prescribed in this article for boards of trustees of community colleges. In the city of New York, the board of trustees of the fashion institute of technology shall, under such by-laws as such board deems appropriate, provide for the eligibility for sabbatical leaves of absence to members of its permanent instructional staff; provided, however, that when such leaves are for one-half year, they shall be at full pay, and when such leaves are for one year, they shall be at half pay.

4. The board of trustees of each community college may acquire by deed, gift, devise, bequest or lease, real or personal property suitable for carrying out the program and purposes of the college, and pursuant to regulations prescribed by the state university trustees may apply any income that may be derived therefrom to the maintenance thereof; but no lands, grounds, buildings, facilities or equipment shall be purchased or leased unless an appropriation has been made, therefor, or unless otherwise authorized by law. Title to personal property so acquired shall vest in such board of trustees in its own name and such property shall be held and used by such board for college purposes. Title to real property so acquired shall vest in and be held by the local sponsor in trust for the uses and purposes of the community college. Where a community college region is the local sponsor of a community college, title to real and personal property shall vest in the community college regional board of trustees. The use of real or personal property given

to the board of trustees of any community college, or of the income therefrom, to provide any part of the local sponsor's share of capital or operating costs shall be subject to the consent of the state university trustees and such regulations as they may prescribe.

5. The board of trustees shall have the care, custody, control and management of the lands, grounds, buildings, facilities and equipment used for the purposes of such college and of all other property belonging to such college and used for carrying out its purposes, and it shall have power to protect, preserve and improve the same.

6. The board of trustees shall have such other powers and perform such other duties as may be provided by law or prescribed by the state university trustees.

7. Subject to the approval of the local sponsor acting through its local legislative body or board, or other appropriate governing agency, and pursuant to such regulations and limitations as may be established and prescribed by the state university trustees, the board of trustees of each community college may enter into any contract or agreement deemed necessary or appropriate for the effective operation of the college, (1) including contracts or agreements entered into with the federal government to enable participation in federal student loan programs, including any and all instruments required thereunder; provided, however, that the sponsor shall not be liable for any portion of any defaults which it has agreed to assume pursuant to any such agreement in an amount in excess of money appropriated or otherwise lawfully available therefor at the time the liability for payment arises, and (2) including contracts with non-profit corporations organized by officers, employees, alumni or students of the college for the furtherance of its objects and purposes. Notwithstanding the provisions of any other law, general, special or local, such contracts entered into with such non-profit corporation shall not be subject to any requirement that contracts be let to the lowest responsible bidder after advertisement for bids. Nothing contained in this subdivision shall be deemed to diminish or impair any powers or authority otherwise vested in the board of trustees of any community college. The provisions of this subdivision shall not apply to community college regional boards of trustees.

8. Subject to the approval of the local sponsor acting through its local legislative body or board, or other appropriate governing agency, and pursuant to such regulations and limitations as may be established and prescribed by the state university trustees with the approval of the director of the budget, the board of trustees of each community college may participate in cooperative educational programs, services and arrangements with colleges, universities, school districts, boards of cooperative educational services, libraries, museums and join any cooperative association of such educational institutions formed as a corporation pursuant to section two hundred sixteen of this chapter. The provisions of this subdivision shall not apply to community college regional boards of trustees.

9. In the case of colleges sponsored by community college regions, references in subdivisions two, four, five and six of this section to the board of trustees of a community college shall mean the community college regional board of trustees.

Sec. 6307. Establishment of state-aided four-year colleges.
1. Upon recommendation of the state university trustees, counties or adjoining cities not now adequately served by any four-year college programs, may be empowered singly or jointly to establish and operate four-year college programs. Such colleges shall be financed and administered in a manner similar to that provided for community colleges herein.

S 6308. Defense and indemnification of community college trustees, officers and employees. 1. As used in this section, the term "employee" shall mean any person holding a position by appointment or employment in the service of a community college, whether or not compensated, or a volunteer expressly authorized to participate in a community college sponsored volunteer program, but shall not include an independent contractor. The term employee shall include a former employee, his estate or judicially appointed personal representative.

2. (a) Upon compliance by the employee with the provisions of subdivision four of this section, the local sponsor of a community college shall provide for the defense of the employee in any civil action or proceeding in any state or federal court arising out of any alleged act or omission which occurred or is alleged in the complaint to have occurred while the employee was acting within the scope of his public employment or duties, or which is brought to enforce a provision of section nineteen hundred eighty-one or nineteen hundred eighty-three of title forty-two of the United States code and the act or omission underlying the action occurred or is alleged in the complaint to have occurred while the employee was acting within the scope of his public employment or duties. This duty to provide for a defense shall not arise where such civil action or proceeding is brought by or on behalf of the local sponsor.

(b) Subject to the conditions set forth in paragraph (a) of this subdivision, the employee shall be entitled to be represented by the local sponsor provided, however, that the employee shall be entitled to representation by private counsel of his choice in any civil judicial proceeding whenever the local sponsor determines based upon its investigation and review of the facts and circumstances of the case that representation by the local sponsor would be inappropriate, or whenever a court of competent jurisdiction, upon appropriate motion or otherwise by a special proceeding, determines that a conflict of interest exists and that the employee is entitled to be represented by private counsel of his choice. The local sponsor shall notify the employee in writing of such determination that the employee is entitled to be represented by private counsel. The local sponsor may require, as a condition to payment of the fees and expenses of such representation, that appropriate groups of such employees be represented by the same counsel. The local sponsor shall certify to its chief fiscal officer that the employee or group of employees is entitled to representation by private counsel under the provisions of this section. Reasonable attorneys` fees and litigation expenses shall be paid by the local sponsor to such private counsel from time to time during the pendency of the civil action or proceeding subject to certification that the employee is entitled to representation under the terms and conditions of this section by the board of trustees of the community college at which such employee is employed and upon the audit and warrant of the chief fiscal officer of the sponsor. Any dispute with respect to representation of multiple employees by a single counsel or the amount of litigation expenses or the reasonableness of attorneys` fees shall be resolved by the court upon motion or by way of a special proceeding.

(c) Where the employee delivers process and a request for a defense to the local sponsor as required by subdivision four of this section, the sponsor shall take the necessary steps including the retention of private counsel under the terms and conditions provided in paragraph (b) of this subdivision on behalf of the employee to avoid entry of a default judgment pending resolution of any question pertaining to the obligation to provide for a defense.

3. (a) The local sponsor shall indemnify and save harmless its employees in the amount of any judgment obtained against such employees in any state or federal court, or in the amount of any settlement of a

claim, or shall pay such judgement or settlement; provided, that the act or omission from which such judgment or settlement arose occurred while the employee was acting within the scope of his public employment or duties; the duty to indemnify and save harmless or pay prescribed by this subdivision shall not arise where the injury or damage resulted from intentional wrongdoing or recklessness on the part of the employee.

(b) An employee represented by the local sponsor or by private counsel pursuant to this section shall cause to be submitted to the board of trustees of the community college at which he is employed any proposed settlement which may be subject to indemnification or payment by the local sponsor and if not inconsistent with the provisions of this section such board of trustees of the community college at which he is employed shall certify such settlement, and submit such settlement and certification to the local sponsor. The local sponsor shall review such proposed settlement as to form and amount, and shall give its approval if in its judgment the settlement is in the best interest of the local sponsor and the community college. Nothing in this subdivision shall be construed to authorize the local sponsor to indemnify and save harmless an employee with respect to a settlement or pay any such settlement not so reviewed and approved.

(c) Nothing in this subdivision shall authorize the local sponsor to indemnify and save harmless an employee with respect to punitive or exemplary damages, fines or penalties, or money recovered from an employee pursuant to section fifty-one of the general municipal law; provided, however, that the local sponsor shall indemnify and save harmless its employees in the amount of any costs, attorneys` fees, damages, fines or penalties which may be imposed by reason of an adjudication that an employee, acting within the scope of his public employment or duties, has, without willfulness or intent on his part, violated a prior order, judgement, consent decree or stipulation of settlement entered in any court of this state or of the United States.

(d) Upon entry of a final judgment against the employee, or upon the settlement of the claim, the employee shall cause to be served a copy of such judgment or settlement, personally or by certified or registered mail within thirty days of the date of entry or settlement, upon the board of trustees of the community college at which he is employed; and if not inconsistent with the provisions of this section, such judgment or settlement shall be certified for payment by such board. If the local sponsor concurs in such certification, the judgment or settlement shall be paid upon the audit and warrant of the chief fiscal officer of the local sponsor.

4. The duty to defend or indemnify and save harmless prescribed by this section shall be conditioned upon (i) delivery to the local sponsor at its main business office by the employee of the original or a copy of any summons, complaint, process, notice, demand or pleading within five days after he is served with such document, and (ii) the full cooperation of the employee in the defense of such action or proceeding and in defense of any action or proceeding against the community college or local sponsor based upon the same act or omission, and in the prosecution of any appeal. Such delivery shall be deemed a request by the employee that the local sponsor provide for his defense pursuant to this section.

5. The benefits of this section shall inure only to employees as defined herein and shall not enlarge or diminish the rights of any other party nor shall any provision of this section be construed to affect, alter or repeal any provision of the workers` compensation law.

6. The provisions of this section shall not in any way affect the obligation of any claimant to give notice to the local sponsor under any provision of law.

7. The provisions of this section shall not be construed to impair,

alter, limit or modify the rights and obligations of any insurer under any policy of insurance.

8. The provisions of this section shall apply to all actions and proceedings pending upon the effective date thereof or thereafter instituted.

9. Except as otherwise specifically provided in this section, the provisions of this section shall not be construed in any way to impair, alter, limit, modify, abrogate or restrict any immunity available to or conferred upon any unit, entity, officer or employee of the sponsor or any other level of government, or any right to defense and/or indemnification provided for any governmental officer or employee by, in accordance with, or by reason of, any other provision of state or federal statutory or common law.

10. If any provision of this section or the application thereof to any person or circumstance be held unconstitutional or invalid in whole or in part by any court of competent jurisdiction, such holding of unconstitutionality or invalidity shall in no way affect or impair any other provision of this section or the application of any such provision to any other person or circumstance.

11. In the case of colleges sponsored by community college regions, references in this section to the board of trustees of a community college shall mean the president of colleges sponsored by such regions.

S 6309. Reimbursement of defense costs incurred by or on behalf of community college trustees, officers and employees. 1. As used in this section, unless the context otherwise requires, the term "employee" shall mean any person holding a position by appointment or employment in the service of a community college, whether or not compensated, or a volunteer expressly authorized to participate in a community college sponsored volunteer program, but shall not include an independent contractor. The term employee shall include a former employee, his or her estate, or judicially appointed personal representative.

2. (a) Upon compliance by the employee with the provisions of subdivision three of this section, and subject to the conditions set forth in paragraph (b) of this subdivision, it shall be the duty of the local sponsor of a community college to pay reasonable attorneys` fees and litigation expenses incurred by or on behalf of an employee in his or her defense of a criminal proceeding in a state or federal court arising out of any act which occurred while such employee was acting within the scope of his or her public employment or duties, upon his or her acquittal, or upon the dismissal of the criminal charges against him or her, or reasonable attorney`s fees incurred in connection with an appearance before a grand jury which returns no true bill against the employee where such appearance was required as a result of any act which occurred while such employee was acting within the scope of his or her public employment or duties unless such appearance occurs in the normal course of the public employment or duties of such employee.

(b) Upon the application for reimbursement of reasonable attorneys` fees or litigation expenses, or both, made by or on behalf of an employee as provided in subdivision three of this section, the local sponsor shall determine, based upon its investigation and its review of the facts and circumstances, whether such reimbursement shall be paid. The local sponsor shall notify the employee in writing of such determination. Upon determining that such reimbursement should be provided, the local sponsor shall so certify to its chief fiscal officer. Upon such certification, reimbursement shall be made for such fees or expenses, or both, upon the audit and warrant of the chief fiscal officer. Any dispute with regard to entitlement to reimbursement or the amount of litigation expenses or the reasonableness of attorneys` fees shall be resolved by a court of competent jurisdiction upon appropriate motion or by way of a special proceeding.

3. Reimbursement of reasonable attorneys` fees or litigation expenses, or both, by the local sponsor as prescribed by this section shall be conditioned upon (a) delivery to the local sponsor at its main business office by the employee of a written request for reimbursement of expenses together with, in the case of a criminal proceeding, the original or a copy of an accusatory instrument within ten days after the employee is arraigned upon such instrument or, in the case of a grand jury appearance, written documentation of evidence of such appearance and (b) the full cooperation of the employee in defense of any action or proceeding against the community college or local sponsor based upon the same act, and in the prosecution of any appeal.

4. Except as otherwise specifically provided in this section, the provisions of this section shall not be construed in any way to impair, alter, limit, modify, abrogate, or restrict any immunity available to or conferred upon any unit, entity, officer, or employee of the sponsor or any other level of government, or any right to defense and/or indemnification provided for any governmental officer or employee by, in accordance with, or by reason of, any other provisions of state or federal statutory or common law.

5. If any provision of this section or the application thereof to any person or circumstance by held unconstitutional or invalid in whole or in part by any court of competent jurisdiction, such holding of unconstitutionality or invalidity shall in no way affect or impair any other provision of this section or the application of any such provision to any other person or circumstances.

S 6310. Community college regions - administration and finance. 1. Each community college region and community college sponsored by such region shall be administered by a single board of trustees of fourteen members, thirteen of whom shall be appointed for terms of nine years, as set forth in this subdivision, and one member elected as herein provided, except that initial appointments shall be made for terms of one to nine years respectively. Seven members shall be appointed by the local legislative bodies or boards of those counties eligible to appoint members to the community college regional board of trustees. The seven locally appointed members of such board may include one member from the local legislative body or board of each county eligible to appoint members to the community college regional board of trustees. Membership in a community college regional board of trustees shall be apportioned among the counties participating in such board in accordance with the number of full-time equivalent students attending a community college sponsored by such regional board who are residents of the respective participating counties, and in accordance with such further regulations as may be prescribed by the state university trustees. Six members shall be appointed by the governor and one member elected by and from among the students of the college who shall serve as a member of the board for a one-year term, provided, however, that the term of the student member first elected shall be nine months commencing October first, nineteen hundred eighty-four. The student member shall be afforded the same parliamentary privileges as are conferred upon members, including but not limited to the right to make and second motions and to place items on the agenda. Such student member shall be subject to every provision of any general, special or local law, ordinance, charter, code, rule or regulation applying to the members of such board with respect to the discharge of their duties including, but not limited to, those provisions setting forth codes of ethics, disclosure requirements and prohibiting business and professional activities. The election of the student member shall be conducted in accordance with rules and regulations promulgated by the respective representative campus student association in accordance with guidelines established by the state university trustees. In the event that the student member ceases to be a student at the institution, he shall be required to resign. The governor`s initial appointments shall be as follows: (a) two individuals shall be appointed for terms of two and four years respectively; (b) two individuals for terms of six years and two individuals for terms of eight years. Appointments by local authorities shall be as follows: (a) three individuals for terms of one, three and five years, respectively; (b) two individuals for terms of seven years, and two individuals for terms of nine years. Vacancies shall be filled for unexpired terms in the same manner as original selections by the authority responsible for the original selection. The board shall select its own chairman from among its voting membership. Trustees shall receive no compensation for their services but shall be reimbursed for their expenses actually and necessarily incurred by them in the performance of their duties under this article. Members initially appointed or elected under this subdivision to any community college regional board of trustees hereafter established shall take office immediately upon their selection and qualification, but for purposes of determining the expiration of their respective terms and the commencement of the terms of their successors, the term of office of each such initial member shall be deemed to have commenced on the first day of July of the year in which such college was established. The terms of office of all members of community college regional boards of trustees heretofore established, appointed or elected as provided in this subdivision, shall terminate on the thirtieth day of June of the calendar year within which such terms expire under the provisions of this subdivision as hereby amended. For the purpose of determining such year all initial terms of office of appointed members of the community college regional board of trustees heretofore established shall be deemed to have commenced on the first day of July of the year in which such community college regions were established and the terms of their successors for full terms, if any, shall be deemed to have commenced upon the expiration of the number of years from such date for which such initial appointments were made.

The one member elected by and from among the students of the college may be removed by such students in accordance with rules and regulations promulgated by the respective representative campus student association in accordance with guidelines promulgated by the state university trustees.

1-a. Notwithstanding the provisions of subdivision one of this section, a community college region established to operate as local sponsor of Jamestown community college shall be administered by a single board of trustees of fifteen members, fourteen of whom shall be appointed for terms of seven years, except that the initial appointments shall be made as set forth in this subdivision, and one member who shall be elected by and from among the students of the college and shall serve as set forth in subdivision one of this section. Eight members shall be appointed by the local governing bodies of the counties and city eligible to appoint members to the Jamestown community college regional board of trustees, and six members shall be appointed by the governor. The eight locally appointed members of such board may include one member appointed from among the local governing bodies of the counties or city eligible to appoint members to the regional board of trustees. Membership in the Jamestown community college regional board of trustees shall be apportioned in accordance with the number of full-time equivalent students attending the community college who are residents of the respective participating counties or city, and in accordance with such further regulations as may be prescribed by the state university trustees.

Upon the effective date of this subdivision, and notwithstanding any inconsistent provision of any other law, the current Jamestown community college board of trustees shall be redesignated the Jamestown community college regional board of trustees and the terms of the current members of the Jamestown community college board of trustees shall continue until their expiration or termination as provided by section sixty-three hundred six of this chapter. The governor's initial appointments to the Jamestown community college regional board of trustees shall be as follows: one individual shall be appointed for a term of three years, and one individual shall be appointed for a term of five years. Initial appointments by the local authorities shall be as follows: one individual shall be appointed for a term of two years, one individual shall be appointed for a term of four years, and one individual shall be appointed for a term of six years. Vacancies shall be filled for unexpired terms in the same manner as original selections by the authority responsible for the original selection. The board shall select its own chairman from among its voting membership. Trustees shall receive no compensation for their services but shall be reimbursed for their expenses actually and necessarily incurred by them in the performance of their duties under this article. Members initially appointed or elected under this subdivision to any community college regional board of trustees hereafter established shall take office immediately upon their selection and qualification, but for purposes of determining the expiration of their respective terms and the commencement of the terms of their successors, the term of office of each such initial member shall be deemed to have commenced on the first day of July of the year in which such college was established. The terms of office of all members of community college regional boards of trustees heretofore established, appointed or elected as provided in this subdivision, shall terminate on the thirtieth day of June of the calendar year within which such terms expire under the provisions of this subdivision as hereby amended. For the purpose of determining such year, all initial terms of office of appointed members of the community college regional board of trustees heretofore established and the terms of their successors for full terms, if any, shall be deemed to have commenced upon the expiration of the number of years from such date for which such initial appointments were made.

The one member elected by and from among the students of the college may be removed by such students in accordance with rules and regulations promulgated by the respective representative campus student association in accordance with guidelines promulgated by the state university trustees.

2. Pursuant to such regulations and limitations as may be established and prescribed by the state university trustees, the community college regional board of trustees may enter into any contract or agreement deemed necessary or appropriate for the effective operation of the college, including: (a) contracts or agreements entered into with the federal government to enable participation in federal student loan programs, including any and all instruments required thereunder; and (b) contracts with non-profit corporations organized by officers, employees, alumni or students of the college for the furtherance of its objects and purposes. Notwithstanding the provisions of any other law, general, special or local, such contracts entered into with such non-profit corporation shall not be subject to any requirement that contracts be let to the lowest responsible bidder after advertisement for bids. Nothing contained in this subdivision shall be deemed to diminish or impair any powers or authority otherwise vested in the community college regional board of trustees.

3. Pursuant to such regulations and limitations as may be established and prescribed by the state university trustees with the approval of the

director of the budget, the community college regional board of trustees may participate in cooperative educational programs, services and arrangements with colleges, universities, school districts, boards of cooperative educational services, libraries, museums and join any cooperative association of such educational institutions formed as a corporation pursuant to section two hundred sixteen of this chapter.

4. The community college regional board of trustees is hereby created a body corporate. All property which is now vested in, or shall hereafter be conveyed or transferred to the community college regional board of trustees, shall be held by them as a corporation.

5. Two or more eligible counties appointing members to a community college regional board of trustees shall divide the local share of the capital costs of a community college sponsored by such community college region according to the respective equalized assessed valuations of such counties or such other factors as may be prescribed by the state university trustees. The local share of the operating expenses of a community college sponsored by a community college region shall be apportioned among those counties appointing members to the community college regional board of trustees on the basis of operating shares. Such operating shares shall be allocated in proportion to the number of students attending the community college who are residents of the respective counties participating on the community college regional board, calculated on the basis of full-time equivalent students, in the same manner as the allocable portion of the local sponsor`s share of operating costs pursuant to section sixty-three hundred five of this chapter, and such other factors as may be prescribed by the state university trustees. Any community college sponsored by a community college region may, under the provisions of section six thousand three hundred five of this chapter, elect to charge an allocable portion of the operating costs incurred by the regional sponsor, and a further sum on account of the regional sponsor`s share of capital costs, to the counties of residence of students attending such college who are non-residents of the community college region.

6. The final budget of the community college region as adopted by the regional board of trustees and approved by the state university trustees shall be a charge against all of the counties appointing members to such board. The regional board of trustees, after approval of its budget, shall certify to the legislative body or board of all counties appointing members to such regional board the respective proportionate share of the capital and operating costs required to be raised by each county. The counties shall add such costs, as certified, to their own budgets and provide such certified costs by appropriations from general revenues or from funds derived from special tax levies earmarked in part or whole for such purposes, by the use of gifts of money or, with the consent of the state university trustees, by the use of property, gifts of property or by the furnishing of services. Where a county provides all or a portion of its share of capital or operating costs in real or personal property or in services, the valuation of such property and services for the purpose of determining the amount of state aid shall be made by the state university trustees with the approval of the director of the budget. Such funds shall be turned over to the treasurer of the community college sponsored by the community college region within the fiscal year of such region. Notwithstanding any other provision of this subdivision, all counties appointing members to a community college regional board of trustees may require that any budget proposed by such regional board, which would result in an increase in the level of contributions to college revenues by such counties over the level of contributions required for the previous college fiscal year, shall be approved by the legislative body or board of all such counties.

7. Notwithstanding the provisions of any general, special or local law

to the contrary, the fiscal year of a community college sponsored by a community college region shall begin with the first day of September and end with the thirty-first day of August in each year. All of the provisions of law fixing times or dates within which or by which certain acts shall be performed in relation to the preparation and adoption of the budget of a county, including but not limited to submission of a budget estimate, filing of a tentative budget, public hearing and adoption of a budget, shall apply to the budget of a community college-sponsored by a community college region but shall be correspondingly changed, as to time, to relate to the commencement of the fiscal year of the community college region; provided, however, that after the budget for the community college region shall have been adopted, the counties appointing members to a community college regional board of trustees shall provide for the raising of taxes required by such budget, without any decrease in amount, in the same manner and at the same time prescribed by law for the annual levy of taxes by or for the county.

8. Moneys raised by taxation for maintenance of a community college region and moneys received from all other sources for purposes of the community college region shall be kept separate and distinct from any other moneys of the counties appointing members to the community college regional board of trustees and shall not be used for any other purpose. The amount of taxes levied for maintenance of a community college region shall be credited thereto and made available therefor within the fiscal year of such community college region.

9. The community college regional board of trustees shall direct that payment of amounts for maintenance of the college be made in whole or in part to the treasurer of the community college sponsored by such region for expenditure by such officer, subject to such regulations regarding the custody, deposit, audit and payment thereof as such board of trustees may deem proper.

The board of trustees may authorize the treasurer of the college to establish a bank account or accounts in the name of the college and deposit therein moneys received or collected by the college, including moneys appropriated and paid by the counties appointing members to the community college regional board of trustees, moneys received from tuition, fees, charges, sales of products and services, and from all other sources. The board of trustees may authorize the treasurer to pay all proper bills and accounts of the college, including salaries and wages, from funds in its custody. The treasurer shall execute a bond or official undertaking to the community college regional board of trustees in such sum and with such sureties as that board shall require, the expense of which shall be a college charge.

The community college regional board of trustees similarly may authorize the treasurer to establish and maintain petty cash funds, not in excess of two hundred dollars each, for specified college purposes or undertakings, from which may be paid, in advance of audit, properly itemized and verified or certified bills for materials, supplies or services furnished to the college for the conduct of its affairs and upon terms calling for the payment of cash to the vendor upon the delivery of any such materials or supplies or the rendering of any such services. Lists of all expenditures made from such petty cash funds shall be presented to the board of trustees at each regular meeting thereof, together with the bills supporting such expenditures, for audit and the board shall direct reimbursement of such petty cash funds from the appropriate budgetary item or items in an amount equal to the total of such bills which it shall so audit and allow. Any of such bills or any portion of any of such bills as shall be disallowed upon audit shall be the personal responsibility of the treasurer and such official shall forthwith reimburse such petty cash fund in the amount of such disallowances.

The community college regional board of trustees shall provide for periodic audits of all accounts maintained at its direction and render such reports respecting any and all receipts and expenditures of the college as the local legislative body or board, or other appropriate governing agency, may direct.

10. All proposals for the acquisition or construction, including new construction, additions or reconstruction of college facilities adopted by a community college regional board of trustees shall be approved by the legislative body or board of all counties appointing members to such board of trustees, and the state university trustees. Upon such approvals, each participating county may finance its proportionate share of the cost of acquisition of such facilities either from any current funds legally available therefor, or by the issuance of obligations pursuant to the local finance law. All counties participating in such regional board of trustees may together issue joint obligations pledging the full faith and credit for all participating counties jointly and that each such county shall pay a specified share of annual debt service on such joint obligations in accordance with the provisions of article five-g of the general municipal law and applicable provisions of the local finance law.

11. The community college regional board of trustees, for the purpose of administering the state civil service law, shall be deemed to be a municipal employer. No civil service rights of an employee of any community college or local sponsor shall be lost, impaired or affected by reason of the enactment of this section and related amendments of this article into law.

12. For the purposes of article fourteen of the civil service law, the community college regional board of trustees shall be deemed to be the public employer and as such shall negotiate with and enter into written agreements with employee organizations representing the instructional staff and non-instructional staff of the community colleges that have been certified or recognized under such article. For purposes of such article, the president of the community college shall be deemed to be the chief executive officer, the chief legal officer of the community college shall be chief legal officer, and the community college regional board of trustees shall be deemed to be the legislative body of the government. The state public employment relations board shall have exclusive jurisdiction for the purpose of administering the provisions of such article.

13. For the purpose of this section, all references in this section to a "county" or "counties" shall be deemed to include a city or cities, or a school district or school districts, as the case may be.

New York State Assembly

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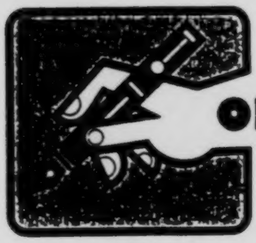

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ACADEMIC AND ADMINISTRATIVE ISSUES
FACING SUNY'S COMMUNITY COLLEGES

SUFFOLK'S EASTERN CAMPUS RETENTION PROGRAM

by Randolph H. Manning
Dean of Instruction
Suffolk County
Community College

Introduction

Suffolk County Community College is a comprehensive multi-campus institution with locations in Brentwood, Selden and Riverhead on Long Island. The Eastern Campus is located on a 192-acre site near Riverhead, and contains three academic and two auxiliary buildings. The Marine Science Center is located on a 50-acre site with one academic building. The Eastern Campus opened its doors in 1977 to join the other two campuses of the college. Today, Eastern's enrollment is about 2,600 students and approximately 1800 FTE's. Full-time enrollment is approximately 46% of the total student body. The campus has comprehensive programs in the Liberal Arts, Accounting and Business, Fine Arts (Graphic and Interior Design), Hospitality (Hotel, Restaurant, Travel and Tourism), Allied Health (Diet Tech), Science and Technology (Science Lab Tech, Horticulture and Science), and Criminal Justice (which includes the Suffolk County Policy Academy). Although all three campuses have made great strides in their efforts to retain students, the Eastern Campus has been the pioneer for the College in the area of retention.

Description of Retention Program

Suffolk's Eastern Campus has successfully designed and implemented an effective retention program. This program is built on the belief that access for students does not necessarily lead to success. As a community college, we have developed numerous ways of affording members of the community access to our College. We have made the same effort in this past decade to afford our students the opportunity for both access to our College as well as success. This multi-faceted program is woven into many aspects of a student college experience, and is designed to improve the retention of the general college population. The College's retention program currently includes the following: training of key personnel, orientation, universal testing, academic advisement, freshman seminar, development courses, honors courses, faculty workshops, early warning, early notification, Lyceum studies, prerequisite blocks, College Skills Center, curriculum and course development and revision, course offerings, coop/internships and exit interviews, program review, and outcomes assessment.

Development of the Program

The designing and implementing of an effective retention program is a process that goes through many phases. The College first explored the topic of retention by answering two key questions: What do we mean by "retention?" and Why is retention an issue?

To answer the first question, we immediately find there is no simple way of defining retention. Retention can mean keeping students until they graduate or it can be defined as keeping our students until they meet their educational goals. The second is perhaps a more accurate definition while simultaneously more difficult to answer. It, of course, assumes we know what each student's educational goals are and that they remain relatively constant or any change can be monitored. While graduation rates are a less accurate measure of retention, they are more easily quantified. Yet another way to explore retention is to look at semester-to-semester retention rates and individual student tracking over several years.

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If we explore the second question, why is retention an issue, we see its importance in offering each student an opportunity for academic success as well as maintaining enrollment. Retention is directly correlated to such things as faculty lines, budget, class schedules and a list of other important concerns. There are only two basic ways to maintain enrollment: maintain our current student population and recruit new students. If we look at new student recruitment, we find in most areas nationally the high school population has leveled off or is in decline. More new categories of potential students have already been explored and are currently providing a way to maintain enrollment or provide only modest temporary increases.

So, how do we maximize our retention effort in order to reduce the amount of new recruiting that must be done while simultaneously affording our students the opportunity not only for access, but for success?

Many things must be done to accomplish this task. We all know how important first impressions are in every aspect of life. This phenomenon holds true for institutions as well. Retention begins with the students' first contact with the institution. We must realize that often the admissions officer is the second or third person to come in contact with a perspective student. Often, even before personal contact, the perspective candidate comes in contact with our literature, brochures, catalogs and other items which help to create a campus image. Students need to feel connected — they need to feel a part of and be integrated into campus life. Perhaps Durkheim put it best in his discussion of suicide. "People are less likely to commit suicide the greater their social involvement." Students are less likely to commit academic suicide the greater their campus involvement.

There are many pieces that are a part of the retention puzzle and student involvement in college life. When developing our program, we looked at the whole puzzle and then addressed each of the pieces individually. Different aspects of the program were introduced until our program was completed. Although all areas are included and the general goal of increased student retention has been reached, the program undergoes reviewing and revising to check and chart its effectiveness.

At the onset of a student's integration into campus life, we focus on his/her orientation, Freshman Seminar classes, training and workshops for faculty and other key personnel who have initial contact with new students, and Universal Testing. Orientation for all students is carried out by the Director of Student Activities, Dean of Students and the Office of Instruction.

Training sessions are scheduled each semester for faculty and personnel. Emphasis is placed on training for the Freshman Seminar course and is built around the text "Becoming a Master Student" by David Ellis. Using this text as a base has helped the College develop a course that uncovers the basic tools needed for a student's success. Topics directly related to a student's academic performance include time management, note taking, reading, testing and resources. Money, health and relationships, topics which affect the student's personal and academic life and choices are also included. The catalog describes Freshman Seminar as a course "designed to present methods and techniques which students can adopt to promote their perseverance and success at the College. Specific topics to be included will be college procedures and resources, academic advisement, time management, goal-setting, test-and-note taking, health issues and other areas related to student success in college." This one-credit course is required for graduation for all full-time day students. Freshman Seminar was incorporated into students schedules on the Eastern Campus in Spring 1987 and on the Ammerman and Western campuses in the Fall of 1987.

Universal testing was instituted in 1987 and gave us a tool for identifying those students at highest risk.

Once the student is an active member of the S.C.C.C. community, the networking continues and, in fact, expands throughout our programs.

Academic advisement is available for all students, full-time or part-time. An advisor is assigned to each matriculated student at the time of registration. The counseling office is open both day and evenings; advisors, career counselors, learning disability specialists are valuable resources available to our students.

The college skills center is open daily for use by all students. However, students enrolled in developmental courses have scheduled hours in the skills center. In addition, these students are encouraged to make use of the skills center on a regular basis, not just when having difficulty.

Tutoring is available for all students through the college skills center. Subject areas included regularly are accounting, business, math, criminology, reading, social science and writing. Tutors in other subjects are made available upon request.

Developmental courses help students improve the skills necessary for successful completion of required content area courses.

The above-average student may find the added stimulation and challenge of the Honors Program to be a most valuable part of the retention program. Faculty members can recommend qualified students for Honors courses which can lead to an honors degree. For admission into an honors section, students need a 3.2 cumulative GPA and a B+ or better in Freshman English, or a faculty recommendation and an academic review by the honors committee.

Early Warning and Early Notification Programs were initiated by the Dean of Instruction to identify potential student problems early in the semester. This encourages faculty to evaluate students and intervene early in the semester.

Course prerequisites have been a regular part of Suffolk's course offerings for many years. When courses are introduced, the curriculum committee scrutinizes the skills necessary for a student to be successful in any proposed course. As a result, prerequisites have been difficult to enforce. However, in 1988 prerequisite blocks were computerized. These computer blocks prevent students from enrolling in courses that they are not prepared for, again, maximizing their chances of success. These course prerequisites are periodically reviewed and constantly under revision.

Since 1986 Coop/Internships have been offered in academic and career areas, including Business, Graphic Design, Travel and Tourism, Restaurant and Hotel Management, Political Science, Women's Studies, Interior Design, Horticulture, Broadcast Communications, Paralegal and Marine Science. Coop/Internship opportunities provide students with "hands-on" experience in the area they are pursuing. These programs benefit the students academically and professionally, as well as financially. In surveys conducted by the College of nonreturning students, financial reasons were frequently stated as being the reason for leaving the College. These programs assist in addressing this need. In the Fall of 1990, the Eastern Campus was successful in securing a Cooperative Education Grant. This grant will mean about a half-million dollars over five years and has allowed us to hire a full-time coop director, two coordinators, and a secretary. We also hired faculty to work on curriculum development in Cooperative Education during the summer of 1991. One of the coordinators has taken on the task of expanding the program to the other campuses of the College.

Lyceum studies is a thematic lecture program offered on the Eastern Campus for student enrichment and personal interest. Themes in the past have included our Environment, the First Amendment, The Family, and Heroism. The purpose of this course is to award one unit of academic credit to students who attend various Lyceum events during a semester and demonstrate that they have gained knowledge about the thematic topics. This is a one-credit course open to all students, and may be repeated any number of times for Liberal Arts credit. Lyceum events are scheduled throughout the semester. Students enrolled in Lyceum Studies will have the additional requirement of reading a book related to the Lyceum events. They will have the opportunity to attend one or more discussions of that book and will be required to write a paper, due at the end of the semester, integrating thematically the various Lyceum experiences of the semester.

The puzzle for each individual is completed with exit interviews conducted by counseling or the registrar's office. Students withdrawing from the College without completion of a certificate or a degree are required to complete a questionnaire stating the reason for withdrawing. The results of these interviews are recorded and maintained in the students academic file.

Specific Goal and Objectives of the Retention Program

The specific goal of the retention program was to increase retention of students by providing them with the skills and support necessary to succeed. The group targeted for this retention program was/is the entire general campus population with special emphasis on those students at highest risk. Since historically a large percentage of students are lost early in the first semester of college, early identification of students with academic deficiencies is essential to their success. These students were identified through the Universal Testing Program which was instituted in

January 1987 on the Eastern Campus. Prior to then, students were tested in reading, math, and English classes without mandatory placement. The results were used during counseling to encourage students to take basic courses. However, the tests were administered to students enrolled in basic reading, math or English courses. Through the instituting of Universal Testing, all matriculated students were tested. A study of non-matriculated students found that their use of counseling and course selection process was relatively accurate. Non-matriculated students tended to be older, more mature, and usually self-motivated, but were less confident in their prior knowledge, and thus more likely to take or repeat prerequisites. We then used the Universal Testing scores, in combination with other standardized test scores in the students high school record, to institute mandatory placement in developmental courses when necessary. This resulted in eliminating the loss of some students that "fell through the cracks."

Each campus offers a program that provides intensive assistance to help students prepare for college course work. Soon after the students are admitted and assigned a matriculated status, they are contacted to arrange a time to take the Computerized Placement Tests required of all newly-admitted, full and part-time matriculated students. These tests were developed to determine what level of course work is appropriate for new students, college-level or some level of developmental studies. Students transferring from another college who can demonstrate they have successfully completed the appropriate college-level courses may have the placement test requirement waived. The developmental program may lengthen the time required to complete a degree.

While in the developmental program, students may enroll in no more than 14 hours/credits and make changes in courses only after written approval by the Office of Instruction or the Counseling Office at the Eastern Campus. The developmental program provides a wide range of support services including individual counseling and advisement. In addition, there is a college skills center which offers faculty and peer tutoring in reading, writing, and mathematics. Financial assistance is also provided to students meeting specific criteria of need who otherwise might not be able to attend college. The Eastern Campus has followed the theory that "time on task" is an important ingredient in building basic skills. We have added interdisciplinary courses in Critical Thinking to our developmen-tal classes. Students in Level 1 Developmental classes take Math, Reading, English, and Critical Thinking ID09, three hours each for a total of twelve hours.

The general college population is addressed throughout our program in all the areas previously mentioned.

Results and Outcomes for Students and the Institution

The campus is continuously reviewing the figures that help chart the success of our retention program and, ultimately, our students.

We can compare figures that point to student success and improved retention enrollment for the institution. Studying the before and after effects of the retention program will show the increase in the number of students which remains enrolled after one semester. (The highest percentage of students drop out after one semester.)

The chart below compares the percent of students remaining after one semester of college.

EASTERN CAMPUS PERSISTENCE RATE

Semester Entering	Total No. Entering*	No. of Student Remaining After One Semester	Percent Remaining
2/85	106	72.6%	146
9/85	295	71.8%	411
2/86	113	74.8%	151
9/86	345	73.4%	470
••			
2/87	156	78.8%	198
9/87	307	83.4%	368
2/88	101	97.1%	104
9/88	450	88.9%	506

Figures are rounded to the nearest tenth

*Higher No. entering in fall semester   **Start of Universal Testing

Use of Resources

Our retention program has been implemented within the College's budget.

The largest expense resulting from the incorporation of this program was due to the Universal Testing. It was determined that the testing fee, to cover tests, proctoring and scoring, would be twenty dollars per student. This fee is included in the student's tuition and fees package as a placement testing fee.

Due to the institution's interest in making retention a priority, funds have been shifted to cover the additional expenses created by this program. Training sessions and workshops, orientation, academic advisement, the developmental center program, College Skills Center and tutoring, Early Warning and Notification and Honors Programs are all included in the annual budget. These services have become standard at the College.

The College has examined other possibilities, such as additional workshops and an expanded mentoring program, but cannot increase the budget at this point in time.

Potential for Adaptation by Other Institutions

The program we have instituted for retention of our students could be easily adapted by other institutions. Modifications could be made to meet the needs of the individual college. We presently use the computer version of the New Jersey Basic Skills Test which has been computerized for our use. Our program affords other institutions the possibility of adapting those segments which would be most beneficial and best fit their needs.

Since the preparation of our initial descriptive manuscript, we have been analyzing the data collected from our initial enrollment data entry questionnaire and grade distribution reports. This has helped us to answer two additional questions: 1) Who attends the Eastern Campus of Suffolk Community College? and 2) Have the changes instituted in our developmental courses made any significant difference in student performance?

By analyzing our initial enrollment data entry forms, which contained over 5,600 cases, the following profile of our student body emerged. When we look at age, we found that 39.9% of our student body was under age 20, that is traditional freshman and sophomore college-age students. In addition, the following age cohorts were as follows:

Ages 20 - 24 = 19.4%
Ages 25-29 = 11.6%
Ages 30 - 39 = 17.4%
Ages 40-59 = 10.5% and
over 60 = 1.2%

We found that 46.7 of our students took a full-time course load of 12 credits or more. Most of those who attend full-time were under 20, attending during the day and planned to transfer. Those students who attended evenings were those who attend to improve their job skills, and those who attend for personal interest tended to take four or less credits a semester. This normally would translate into one course at a time. It was also most interesting to find that 45% of our students reported their reason for attending as "job preparation," while 22% attend with the objective of transferring to another institution. We also found that only 55.3% entered with the objective of receiving a certificate or a degree. It is also noteworthy to mention that 42.5% of our students work between 21 and 40 hours/week. When we consider that only 55.3% enter with the objective of completing a degree or certificate, and although 22% plan to transfer, we found no correlation between those who plan to graduate and those who plan to transfer. Therefore, our retention statistics become even more significant if we begin with the premise that 22% plan to transfer, often after the completion of one semester, and only 55.3% ever intended to get a degree or certificate. It is our hope to expand upon this segment of the analysis and determine the actual percentage of those students who persist until they have accomplished their intended goals. We are also interested in examining the question as to whether our efforts have encour-aged the quest for higher education and have caused student goals and self-expectations to increase.

The second part of our current analysis is to look at student performance in our developmental courses since the additional of the Critical Thinking course. This change was implemented to allow students more "time on task" while simultaneously allowing a developmental student to attend full-time without being required to take a content-area course. After looking at pre- and post-test data, we were able to determine a significant increase in post-test results after the addition of first a recitation hour in 1987, then the Critical Thinking course. However, we were also interested in an analysis of course performance. The following chart shows a post-1987 increase in satisfactory grade completions. In EG10 Develop-mental English, the increased performance was significant at the .001 level.

RE10 Reading in the Content Area
Grades Broken down by Year. Chi Square = 14.68, p. <.05

	F		D		C or Above		
Year	**N**	**Row %**	**N**	**Row %**	**N**	**Row %**	**Total**
1986	3	12.0	4	16.0	18	72.0	25
1987	5	8.77	9	15.8	43	75.4	57
1988	8	6.15	11	8.46	111	85.38	130
1989	7	4.39	6	3.75	147	91.88	160

EG10 Developmental Writing
Grades Broken down by Year. Chi Square = 28.63, p. <.001

	U		R		S		
Year	**N**	**Row %**	**N**	**Row %**	**N**	**Row %**	**Total**
1986	5	16.0	1	3.2	25	80.6	31
1987	3	5.01	12	20.3	44	74.6	59
1988	5	4.85	1	.97	97	94.2	103
1989	9	8.57	6	5.7	90	85.7	105

MA10 Developmental Mathematics Skills
Grades Broken down by Year. Chi Square = 17.56, p. <.01

	U		R		S		
Year	**N**	**Row %**	**N**	**Row %**	**N**	**Row %**	**Total**
1986	2	9.5	7	33.3	12	57.1	21
1987	6	18.2	6	18.2	21	63.6	33
1988	1	2.6	3	7.9	34	89.5	38
1989	1	2.5	4	10.0	35	87.5	40

MA05 Algebra I
Grades Broken down by Year. Chi Square = 11.73, p. <.06

	U		R		S		
Year	**N**	**Row %**	**N**	**Row %**	**N**	**Row %**	**Total**
1986	10	22.2	10	22.2	25	55.6	45
1987	12	9.4	5	9.4	36	67.9	53
1988	10	11.7	9	11.7	58	75.3	77
1989	5	14.9	10	14.9	52	77.6	67

It is our hope to continue to analyze the data collected in an effort to answer many of the yet unanswered questions. We will continue to refine our retention program as our goal is to give students every possible chance at academic success.

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About the Contributors

Dorworth

Vicky Dorworth is a professor and the coordinator of the criminal justice program at Montgomery College in Rockville, MD. She is a doctoral candidate at Virginia Polytechnic Institute, where her research interests focus on criminal justice education. Her past publications include research on feminist pedagogy and integrating women into the criminal justice and criminology classroom.

Durfee

Patricia Durfee, a professor of English at Broome Community College in Binghamton, has been involved with writing-across-the-curriculum since 1985 and has published several articles. Currently, she chairs the WAC Committee and serves as a writing consultant to other community colleges.

Henry

Marie R. Henry is the chairperson, Social and Behavioral Sciences Division, and coordinator of the Criminal Justice Program at Sullivan County Community College. She received her JD from the National Law Center, George Washington University. Her current research interests include globalization of criminal justice education and the integration of multiple styles of teaching and learning into the classroom. She is currently publishing pedagogical ideas and resources in instructor's manuals for sociology, criminology, and criminal justice textbooks and for the American Sociological Association's Teaching Resource Center.

Kucij

John Kucij is Director of the Public and Community Services Project at Hudson Valley Community College. He administers all grant-funded training for disadvantaged populations as well as both credit and non-credit training for government workers and labor unions.

Manning

Randolph H. Manning is currently the Dean of Instruction and Professor of Psychology and Sociology at the Suffolk County Community College Eastern Campus. He has presented at numerous conferences on retention nationwide; authored viewpoint articles for *Newsday* series, "A World Apart"; and is the receipient of numerous awards, most recently, "Who's Who in American Education, 1992.

McMann

Mary McMann is an Associate Professor in the Counseling Department at Onondaga Community College. She is a graduate of St. Lawrence University and holds a Master of Arts in Teaching from Colgate University and a Master of Science and Certificate of Advanced Studies in Counseling Psychology from State University at Albany. Currently, she is completing her doctorate at Syracuse University in Higher Education. Her research interests focus on the areas of the faculty renewal process and the work of women and minority faculty members at the community college.

Mullin

Robert J. Mullin is a Professor of Management at Orange County Community College. He has developed and taught the course, "Principles of Management." He is also coauthor of the degree program in Leisure Services Management. As Chairman of the Department of Banking/Finance/Real Estate, he teaches and assists students in their career development in the Retail Business Management program. As a trainer/consultant, he has developed and presented supervisory/management seminars and workshops for a variety of organizations. He received his Bachelor of Arts degree from Cathedral College, New York, and his Master of Science degree from St. John's University, New York. This is his third contribution to *Colleague*.

Noonan

Alison Noonan has been Director of Community Relations at Finger Lakes Community College since 1988. Prior to joining Finger Lakes, she was the Associate Director of Publications at Hartwick College in Oneonta. She received her Bachelor's degree in Public Relations/Journalism at Utica College, a division of Syracuse University, and an Associate's degree in Communications and Media Arts from Niagara County Community College. She is scheduled to receive her Master's degree in Human Resource Development from Rochester Institute of Technology this year.

Sullivan

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Zhang

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SUNY COMMUNITY COLLEGE

TOPICAL PAPER NUMBER 1

"THE HISTORICAL DEVELOPMENT OF THE COMMUNITY COLLEGES OF THE STATE UNIVERSITY OF NEW YORK"

Dr. Freda R. H. Martens

Office of Community Colleges
State University of New York
September, 1985

BACKGROUND

SUNY Community College Topical Paper Number 1 focuses on "The Historical Development of the Community Colleges of the State University of New York." It is an appropriate beginning for what will be a series of publications discussing topics of general interest to those seeking to learn more about the history, operation and development of the State University of New York community college system. Readers seeking more detailed information about the historical development of SUNY community college will find the six pages of footnotes of special interest. It should be noted that some details of this paper may be open to differing historial interpretation, as memories vary and specific facts are elusive.

Dr. Freda R. H. Martens, the retired Dean of Planning and Information Services at Dutchess Community College, is the author of this paper. This office and the community college system as a whole are indebted to Dr. Martens for her work in developing the first of this planned series of publications on the SUNY community colleges.

This office also wishes to acknowledge Dr. Cornelius V. Robbins, the former Deputy to the Chancellor for Community Colleges, who was responsible for initiating the idea for the development of this publication. In addition, the Office of Community Colleges wishes to recognize the work of Dr. Phyllis Bader-Borel, who made a substantial contribution as editor of this paper.

We anticipate having SUNY Community College Topical Paper Number 2 ready for distribution by December, 1985. Tentatively, the focus of that publication will be on the SUNY community college governance system. This paper will also be authored by Dr. Martens.

Stuart Steiner
Acting Deputy to the Chancellor
for Community Colleges

THE HISTORICAL DEVELOPMENT OF THE COMMUNITY COLLEGES OF THE STATE UNIVERSITY OF NEW YORK

Introduction

State University of New York's (SUNY's) thirty community colleges serve over 175,000 full- and part-time students, with more than a quarter million different individuals registered in their credit- and credit-free courses. The history of the community colleges in New York is a relatively short one because legislation to provide for their establishment was passed only as recently as 1948. Their creation and explosive growth as distinctive "open door" colleges, is a remarkable accomplishment in New York State's higher education history.

The pattern of growth and development of New York's early twentieth century farm schools into regionally located two-year agricultural and technical institutes, is not reviewed here because these institutes are integral parts of the State University. Their fully state-supported programs are overwhelmingly technical/vocational in nature, making the focus of their educational philosophy considerably different from that of the locally sponsored but state-aided community colleges.

The seven community colleges in New York City are not reviewed in this paper since they are no longer part of SUNY. These colleges, with their more than 60,000 full-time equivalent students, were coordinated by the State University until 1975, when their status was changed. The Board of Higher Education of New York City, as the single board of trustees for these institutions, became the Board of Trustees of the City University, making these community colleges a part of the City University system.

Early Ideas and Efforts to Expand Educational Opportunities

New York's community college movement emerged later in New York State than in most other states. Although some of the ideas associated with this movement had roots deep in New York's history, the development of community colleges was a unique response to powerful socioeconomic forces felt in the State in the mid-twentieth century. The resulting commitment to access and service was no less strong than in states with long-established junior colleges.

Early efforts to extend higher learning in New York State and to provide vocational opportunities for its youth can be seen in the purposes announced for Peoples College in the nineteenth century. (1) It can be seen in the normal schools established after the Civil War and the vocational farm schools at the turn of the century. (2) However, no grass roots demand for junior colleges as an extension of the public school system appeared in New York State in the early 1920's, as occurred in some states. (3) Even so, a five-year experiment with twenty-two Emergency Collegiate Centers during the depression years of the 1930's convinced New Yorkers that college courses could be taken by students while living at home. (4)

The Increased Demand for Two-Year College Education Leads to the Community College Legislation of 1948

The immediate effect of the Emergency Collegiate Centers was to whet the appetite of the people of New York for more. The 1936 Annual Report of the State Education Department pointed out that there was much talk in the State concerning the need for junior colleges so that college credit could be earned near home. But when World War II came, with it came recognition of the need to provide increased technical training for the youth of the State.

The Board of Regents developed its *Plan for Post War Education in the State of New York* in 1945 as a major proposal to create twenty-two entirely new postsecondary institutes that would combine technical training with general education. (5) When a Temporary Commission on Institutes of Applied Arts and Sciences examined this plan, five postsecondary technical/vocational institutions were recommended as a five-year experiment. These fully state-supported units were opened in temporary facilities at Binghamton, Buffalo, New York City, White Plains and Utica. Meanwhile, college centers offering two-year transfer programs to returning veterans were opened by the Associated Colleges of Upper New York, near Lake Seneca, and at Utica, Plattsburgh and Middletown High School. These "junior" college units operated until 1950 under private college auspices.

The perceived need for technical education in New York State in the late 1940's, the shortage of four-year college facilities and a growing belief that discrimination in admission was being practiced at existing colleges added fuel to a loud public demand at that time for the creation of a state university, a public higher education structure that existed in every other state at that time. (6) The Temporary Commission on the Need for a State University was established in 1946 to give serious consideration to the need for new state-supported institutions.

It was while the staff of this temporary commission was writing a series of insightful technical reports that the 1947 Report of the President's Commission on Higher Education appeared on the national scene. (7) The Commission's *Higher Education for American Democracy: Establishing the Goals* provided some of the clearest and most far-reaching statements ever written on both the need to expand educational opportunity and to develop diverse educational services in communities across the nation. The term "community college" was widely used in this report. It helped to spread an understanding of the nature of comprehensive community-based two-year education then being outlined by influential educators. Although the meaning of the term "community college" was not to become fully apparent until the decades of the 1960's and 1970's, as the community college movement exploded across the country, the final report of New York's Temporary Commission on the Need for a State University said that the conditions of the times in New York State in 1948 required "a broadening of the public provisions for higher education on all fronts." Since these purposes could best be served by a long-range program that would include community colleges, the Commission recommended:

> Establishment, with state aid, of locally administered public community colleges, offering two-year terminal general and technical education, thus providing for an important unmet need in the educational system of New York State. The capital costs of these colleges should be shared equally by the localities and by the state. One-third of the current costs should be financed by local contributions, one-third by student fees, and one-third by state aid under a long-range plan prepared by the Trustees of the State University, and approved by the Board of Regents, and by the Governor. The existing state institutes should be converted into local community colleges where feasible.(8)

This conclusion was, in fact, a result of a compromise between those who favored establishment of the newly envisioned community college program through local levies and state aid, and those who wanted the two-year colleges to be state institutions, built and maintained with state funds, and responding to state authority.(9) The Commission saw the recommended community colleges as a part of its proposed State University system. The community college enabling legislation of 1948, separate from the State University's legislation, made it clear that although State University would control the community colleges' programs, staff, and admission policies, the State itself would not be totally responsible for the financing of the colleges as it would be for all other units within the new university system.

Thus, it was with widespread acceptance of the Commission's recommendations, that Chapter 696 of the Laws of 1948 was passed March 12 of that year, setting the course for the development of community colleges in the State of New York.

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The Establishment and Explosive Growth of the Community College Leads to an Extensive and Varied System by the 1970's

New York State's 1948 enabling legislation for "Community Colleges and state-aided Four-Year Colleges" authorized the establishment and operation of community colleges:

> ... either individually or jointly, by counties, cities or intermediate school districts, pursuant to the provisions of this article, and providing two-year postsecondary programs pursuant to regulations prescribed by the state university trustees and receiving financial assistance from the state therefor.(10)

Two-year, post high school programs combining technical education with general education were to be offered, along with transfer opportunities to regular four-year colleges, and special courses and extension work for part-time students.

Almost immediately, Orange County Community College and Jamestown Community College came into being, followed by Auburn three years later.(11) The gift of an estate to be used as a campus and valued at $3 million speeded Orange County Community College's establishment. State support of the temporary Institutes of Applied Arts and Sciences and the Veteran's Vocational School at Troy, New York was discontinued and the institutes also were renamed community colleges in 1953, under local sponsorship. "Chargebacks" were established to permit sharing of sponsor support costs with the home counties of students attending these new colleges. However, the original limitation placed on the former institutes to provide "terminal training" continued only until 1957. Comprehensive community college programs were then permitted at the option of the local sponsor.(12)

The growth of New York's new community college network proceeded slowly at first and then at a rapid pace. State University's trustees formulated a long-range master plan in 1950, as they had been charged to do, for the "establishment of community colleges in areas most suitable for and most in need of such institutions."(13) Although the plan's release met with considerable disagreement regarding responsibility for its execution at the state level, the Attorney General of New York authorized use of the plan to guide local communities in establishing community colleges under their sponsorship.(14) Furthermore, the resolution of a taxpayer's suit, brought in 1957 against the Board of Supervisors of Rensselaer County regarding the constitutionality of the county supporting a community college, provided an additional impetus to local authorities to develop higher education close to home.(15)

It has been claimed, therefore, that New York State had no grass roots movement from which a demand for community colleges arose but rather that the concept originated with the Temporary Commission on the Need for a State University as its staff struggled to respond to the urgent need for expanded higher educational facilities in the State. Even so, the suggestion did not lack historical roots or fail to meet an obvious need. The then current need for local colleges to serve many purposes was clearly evident; and, as the Commission's staff was aware, Michigan and California provided examples of what needed to be done. It was in answer to these concerns that the state legislature responded, providing capital funds equally with local sponsors, and requiring that operating costs be shared by student tuition, state aid and sponsor support in order to develop New York's community colleges.

Once these community colleges were created, they expanded rapidly in response to the diverse educational needs of their student bodies. Eighteen community colleges were in existence by 1960, and tremendous strides had been made toward the goal of placing "every high school graduate in the State within commuting distance of a two-year college."(17) The Board of Trustees of State University called it a dramatic response to a fundamental need. (18) The community colleges were serving 39,222 full-time and 39,702 part-time credit course students by 1967 (seven times the number enrolled ten years earlier) and offering an extensive range of courses.(19)

The promise of the 1930's was at last fulfilled. The vision of the staff of the Temporary Commission and of later educational and political leaders was realized. By 1967, a varied network of comprehensive locally-sponsored community colleges, under the program of the State University, covered the state. Even the old divisive question of vocational/technical versus university parallel education was not only resolved but was about to be absorbed into an even broader community college mission more suited to the socioeconomic needs of the 1970's.

Problems of Access, Quality and Fiscal Support Lead to an Expanded Community College Mission and Closer Alignment with State University

By 1972, community college students had almost doubled in number from five years earlier. A total of 66,562 full-time and 55,221 part-time credit course students were enrolled. It is not surprising, therefore, that the rapid growth of the community colleges also created a series of problems related to their accessibility for all students, the quality of their programs and the need for increased fiscal support in an era of rising higher education costs.

The need for higher education by the youth of New York State was so great that the community colleges were swamped by this demand, in effect denying access for the socioeconomically disadvantaged who could not ~~afford~~ the required tuition. A legislative consultant in 1964 called for a new setting in which to educate the State's ~~disadvantaged~~ youth.(20) Dorothy Knoell studied the matter and concluded that:

> State University should look to its present
> two-year colleges to expand opportunity,
> before considering seriously the creation
> of a new type of institution.(21)

The end result of this was: (1) the creation of a few Equal Educational Opportunity Centers under the administration of some community colleges;(22) (2) the participation of many community colleges in a Statewide "SEEK" type of program known as the Educational Opportunity Program (EOP) for educationally and economically disadvantaged students deemed to have the potential for achieving a higher education;(23) and, (3) the even wider participation of community colleges in a new program of "open-door" ~~admission, counseling~~ and developmental education, known as "full opportunity."(24)

The Full Opportunity Program (FOP) of 1970 guaranteed admission to an appropriate program of the participating community college to all high school graduates of the previous year and veterans, both groups in the college's sponsorship area. The incentive to provide this "~~full-opportunity~~" was increased operating aid from the State. All but four community colleges were approved FOP colleges by January 1971, following State University acceptance of their FOP plans. Five years later, all community colleges were so designated, ~~thereby~~ expanding the mission of New York's community colleges to include that of "risk students" for whom counseling and remedial work would be provided.

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In spite of the growing acceptance of two-year graduates at public and private four-year colleges and universities, the question of quality also needed attention. It was the diversity of curricula, with a plethora of titles, in the rapidly growing community colleges that created confused program structures and course content.(26) Thus, the State University had to assume increased responsibility for approving new programs and retaining existing ones. Community college programs became subject to ~~State University's single~~ classification system, based on the HEGIS classification of disciplines and degrees. The University's ~~Office of Academic~~ Programs, Policy and Planning developed guidelines for the submission of new program proposals and procedures for the review of these proposals by Presidents within the coordinating region of the institution.(27) It was hoped, therefore, that unnecessary duplication would be eliminated and improved assessments made of region-wide demands for high cost programs. Furthermore, guidelines for the elimination of programs were also developed; and, eventually, procedures for the

[illegible]

review of all programs at the undergraduate level over a series of successive five-year periods.(28) In this way the scattered community colleges were aligned more closely with the overall educational goals and structure of the State University system, in order to ensure academic integrity and enhanced quality of all program offerings.

The question of adequate fiscal support for the community colleges was a difficult matter to resolve. The colleges' tuition had to remain low if the students were to afford this cost. The expanded enrollments and the increased cost of higher education had created a financial burden for the sponsors, which was aggravated by discrepancies stemming from the chargeback system. In fact, the old one-third formula failed to exist. The Heald Committee had proposed as early as 1960 that the state provide more aid for the exploding community colleges--50 percent instead of the approximately one-third of operating costs.(29) Yet this was not a question that could be isolated from the need to improve the administration and educational management of the community colleges if accountability was to be enhanced.

A task force on "Problems of the Community Colleges" was appointed, therefore, by State University's Chancellor following release of the University's 1972 Master Plan that said:

> "... the time has come for the University to move to bring the public community colleges more fully within the framework of the State University. While these colleges must retain local roots, it seems clear that the current ambiguous relationships cannot continue. Amendment of the community college law and revisions of administrative regulations will be sought by the University, where necessary, to align the community colleges more closely to the overall educational, administrative and fiscal structure and program of the State University.(30)

This task force took steps immediately to consider a number of fiscally related problems of community college management and accountability. Variations in the locations of power with regard to the development of community college budgets and construction programs were examined, along with the irregular and inconsistent procedures used. The varying degrees of sponsor control, personnel matters, and a variety of other fiscal difficulties were reviewed. These problems were, in part, a result of the isolation of the scattered community colleges from high-level University advice and assistance, as both colleges and sponsors responded in various ways to their unique administrative difficulties.(31)

New York's Legislative Commission on Expenditure Review also examined this matter in 1973. In its Evaluation of Two-Year College Trends, analyzing enrollment growth, program offerings, finances and capital facilities, the Commission pointed out that problems of excessive sponsor control existed at some community colleges.(32)

A task force on Financing Higher Education created by Governor Rockefeller and chaired by Francis Keppel also made a report in 1973. This report said that the community colleges had earned the right to the priority attention then being given them but discrepancies among them in quality and access needed to be reduced.(33) Community colleges not in New York City needed to be more closely integrated into the State's public higher education system, so as to:

> become more effectively a part of the State University of New York with regard to their methods of finance and governance...(34)

It was further recommended that the Governor appoint more than half of the trustees of these colleges and that the state supply more than 60 percent of their operating costs.

A Joint Legislative Committee reported to the Governor and Legislature the following year on the matter of the State's student tuition assistance program and said that it was ready to work with State University in formalizing and reorienting the community college structure and operations.(35) This legislative report pointed out that a 1973 higher education omnibus bill had directed State University to develop plans and procedures for insuring quality degree offerings, specific budgetary processes and certain other activities in all community colleges.(36)

As noted above, the State University in the mid-1970's did take steps to provide closer oversight ~~of all community~~ college certificate and degree programs. Furthermore, the Code of Standards and Procedures for the Administration and Operation of Community Colleges was thoroughly revised in the early 1970's incorporating a new state-aid funding formula based upon maximum limitations.

The budgetary process provides that budgetary operations in SUNY community colleges begin well in advance of the colleges' fiscal year. Preliminary operating budget requests are submitted to the University in midsummer and specific forms are used to provide data on the present and future years' budget estimates. These requests are consolidated for approval by State University of New York trustees and transmittal to the Governor for inclusion in the Executive Budget.

About the same time in August that the State University consolidates community college preliminary budget projections, it must also analyze and approve community college operating budget requests for the state aid authorized the past spring and needed for the fiscal year starting in September. The analyses are made to ascertain compliance with state mandates and available state aid. Since the University has already received the preliminary budgets for the following year, reconciliation of all community college overlapping year state aid amounts to the State's fiscal year is possible.

Although New York was the last state to establish a statewide community college system, its growth has been rapid. Today, the State University of New York's community college enrollment of over 175,000 students makes it among the largest community college systems in the country. Even more impressive is the fact that based on fall, 1984 statistics, New York State, led by SUNY and CUNY community colleges, was one of only five states to enroll more than 250,000 community college students. If credit-free course enrollment were counted, the number would be substantially higher. This success in enrollment is undoubtedly created in part by the excellent accessibility of SUNY's community colleges, for non-traditional students as well as recent high school graduates, matched by the quality and breadth of their faculty and programs, designed to meet the diverse needs of the state's population. Thus, it would appear that in 1985 the community colleges have far exceeded the modest goals that were anticipated in 1948 when New York State passed the enabling legislation that led to the development of the present SUNY community college system.

FOOTNOTES

1. A book of clippings about Peoples College is located at Cornell University. The original concept of Peoples College emerged from the depression of the 1837 and from the Mechanics Mutual Protection Society, which sought to help its members financially and socially through further education and training.

2. The vocational farm schools established by New York's Department of Agriculture were to become the Agricultural and Technical Colleges of the State University today.

3. Sixteen high schools in California had post-high school graduate courses or junior college programs by 1916. By 1921, a system of junior college programs covered that state. California's efforts were cited by the staff of New York's Temporary Commission on the Need for a State University in Reeves, Henderson and Cowen's Matching Needs and Facilities in Higher Education, 1948 (p.75). Here they said: "If the youth of New York State desire the community college type of education to the same extent that California youth enroll in junior colleges, then one of the greatest needs in New York State is for two-year terminal programs of technical and general education to accommodate approximately 93,000 youth." Furthermore, reviewing examples of adult education in California, Michigan and Wisconsin and citing the "fully developed form" existing in California's junior colleges, they said (p. 106): "It is estimated that any junior college which fully meets the needs of its community will enroll more adults than regular students."

4. An account of the Emergency Collegiate Centers in Syracuse Area was written by Harry Smith, The Emergency Collegiate Centers of Central New York, 1937.

5. Yet, Philip Cowen's A Study of Factors Relating to College Attendance in New York State, 1946 (pages 24-25 and 55-62) showed that the spaces to be made available by the proposed plan would not satisfy the needs of New York State's youth.

6. Oliver Carmichael, Jr., in New York Establishes a State University, 1955, traces in great detail the demand for a state university and its eventual establishment.

7. In the State of New York Preliminary Report of the Temporary Commission on the Need for a State University, 1947 (p. 25) it is stated: "All types and kinds of post-high school educational opportunities have been kept in mind. The solutions must be planned along broad lines. It is this conception of its function that has caused the Commission to plan such a wide variety of studies." Report of the Presi-

dent's Commission on Higher Education, Higher Education for American Democracy, Vol. 1, "Establishing the Goals," 1947.

8. State of New York, Report of the Temporary Commission on the need for a State University, 1948 (p. 16).

9. The interrelated action of creating the State University and passing enabling legislation for the establishment of community colleges is traced in detail by Carmichael, op cit., (p. 215-233).

   Furthermore, the decision to pass the State University law and the community college law as separate bills appears to have been a last minute decision. The Governor's press release of March 5, 1948 clearly dealt with the State University and the community colleges as a single concept. It spoke of the inability of private philanthrophy to extend the system of colleges and universities to meet the State's growing needs. The release said that the Commission recommended that the university program in some parts be "conducted directly by the State and in some parts assisted by the State.... The plan embraced by the Commission's report and the legislation that will implement it constitutes a new charter for the youth of the State of New York in providing opportunities for higher education." Furthermore, letters to the Governor and legislative leaders of March 8, 1948 from the Regents strongly opposing the transfer of administrative powers to the State University, as set forth in the March 1 bill, are included in the bill jacket for the State University bill. A Regents proposed amended bill also includes the community colleges in the University legislation.

10. New York State, Education Law, Section 6301.2 (prior to June, 1984 amendment).

11. Orange County Community College and Jamestown Community College began in 1950 and Auburn Community College in 1953. Alvin Eurich, then President of State University of New York, wrote in School Executive LXIX, December 1949, (p. 57) that the Trustees of the State University invited all college and university presidents, city mayors and leaders of county boards of supervisors to a two-day conference to hear about the newly-proposed community colleges. Most participants indicated an inability to raise the funds needed by local taxation, but two cities said they were ready to go ahead immediately.

   The State University of New York Annual Report of the Board of Trustees, 1950 (p. 16) stated: "The founding of the Orange County institution in particular was so unusual that some mention of it seems appropriate here. Mrs. John M. Morrison of Middletown generously contributed her three million dollar estate as a home for the new college. With a capital outlay of less than two hundred fifty thousand dollars, it will be possible to bring into full operation an adequately housed and equipped institution that will provide needed higher education to the youth of Orange County and the mid-Hudson Valley."

12. On April 9, 1957 John C. Crary, Jr., State University Counsel, wrote a memorandum to the Governor regarding the Assembly bill Intro. #2862 and Print #2974 supporting removal of restrictions in the Education Law upon six community colleges because of their earlier institute status. The bill was to make the former institutes comparable to the other five community colleges. This matter had been raised by the State Education Department in its study entitled: Needs and Facilities in Higher Education in New York State, 1957 (p.63).

    Following repeal of the restrictive language, the State Education Department held a conference entitled: 2 + 2 = ? and attempted to create a policy for articulating two- and four-year college education. Up to that time, the former institutes were not classified by the State Education Department as "higher education" because of their terminal programs.

13. New York State, Education Law, Section 354, Subdivision 3 and 5. In preparation for this five-year master plan, a study was made of the entire college-age population of the State. It was assumed that 18 percent of the State's college-age population would attend two-year colleges and 20 percent four-year colleges. However, the plan was approved with reservations by both the Regents and the Governor because of disagreements expressed by the Governor, the Association of Colleges and Universities of the State of New York and others. Chapter IV of the 1950 plan provided "Guidelines to Local Communities" setting forth the characteristics of a community college and the steps to be taken in establishing such colleges. Guidance regarding geographical conditions and occupational needs were also included. Active citizen participation, community surveys, legislative support and cooperative State University advice all combined to promote New York's community colleges.

14. A copy of the State Attorney General's letter to President Alvin C. Eurich, June 1, 1950, is the 1950 Master Plan (p. 4 and 5).

15. The State University of New York, Board of Trustees, Annual Report, 1958 (p. 33) says that the acceptance of the community college program in public higher education continued to grow in every region of the state "stimulated by the State Court of Appeals upholding of the constitutionality of the community college law."

16. State University of New York, Annual Report, 1952 (p. 19).

17. State University of New York, The Master Plan Revised 19[illegible], "Stature and Excellence: Focus for the Future," 1964 (p. xi).

18. State University of New York, Board of Trustees, Annual Report, 1962/63 (p. 25).

19. State University of New York, Progress Report and Interim Revision of the Master Plan for 1964, 1967 (p. 9).

20. A Report of the Legislature's Consultant on Higher Education, The Legislature and Higher Education in New York State, 1964 pointed out that a new responsibility for "educating the last quarter" existed and urged the Legislature, State University and City University to tackle the problem, using more "socially and culturally acceptable settings" than community colleges (p. 35).
The matter of increased higher education opportunity had been raised in 1948 and earlier. David Berkowitz in Inequality of Opportunity in Higher Education: A Report to the Temporary Commission on the Need for a State University analyzed minority and other group barriers to college education.

21. See: Dorothy Knoell, Toward Educational Opportunity for All, 1966 (p. 201). Dorothy Knoell concluded that there was a need for a full spectrum of occupational and liberal education programs leading to certificates and degrees, including remedial or developmental courses; and the means whereby the disadvantaged could achieve upward educational and occupational mobility with the aid of more and better counseling (p. 193). Guidelines for developing urban centers (i.e. EEO centers) were proposed (p. 205-211).

22. The 1967 Progress Report and Interim Review of the Master Plan of 1964 for the State University of New York discussed a recommendation by the Governor that State University establish and supervise Urban Centers of Vocational Training in cooperation with one or more community colleges. Four such centers were in their first year of operation, at Buffalo, Albany and New York City. The State University's The Master Plan Revised, 1968, "Creation of the Future: Priorities of Growth and Change" noted that the University's plan of programs for the disadvantaged was approved as a guide for action (p. 41). However, the 1970 Progress Report and Interim Revision of the Master Plan of 1968 (p. 78) added that the principal efforts and resources for EOP would be where commitment existed along with flexible and sensitive learning environments.

23. State University of New York, A General Plan for the Organization, Development, Coordination and Operation of the

Educational Opportunity Programs of the State University of ew York. This was submitted to the Board of Regents in compliance with Education Law, Section 6452 as amended in 1970. Criteria for determining economic disadvantagement was established by the Regents and was the same as for HEOP at the private colleges. Also see: State University of New York, Office of Special Programs and Urban Centers, Annual Report - Equal Opportunity Program 1970-71, "Report No. 1." The six community colleges in EOP in 1970-71 were Corning, Herkimer, Hudson Valley, Jamestown, Mohawk Valley and Rockland.

24. See: Chapter 708 of the Laws of 1973, effective July 1, 1973.

25. State University of New York, Trustee Committee on the Special Problems of the Community Colleges, Final Report, February, 1976 (p.8). An endorsement of the FOP by the Wales Committee is given here. Nassau Community College was the last community college to become an FOP college in 1977.

26. State University of New York, Board of Trustees, Annual Report, 1961-62 (p. 21).

27. See Memorandum to Presidents (MP) Vol. 73, No. 48, "Procedures for Submission of Academic Program Proposals," as amended in MP Vol. 74, No. 34, "Regional Program Review," MP Vol. 83, No. 7 and the latest revision MP Vol. 84, No. 10. This is one of many examples of revised SUNY policies based on the needs of SUNY, the campuses, and State Education Department.

28. See Memorandum to Presidents Vol. 76, No. 27, "Procedures for Elimination of Academic Programs," revised in MP Vol. 83, No. 11, "Procedures for Deactivation and/or Discontinuance of Academic Programs"; MP Vol. 75, No. 5, "Memorandum of Understanding: Academic Planning," deals with an agreement with the State Education Department for a single classification system (HEGIS) for higher education curricula; and MP Vol. 77, No. 3 and Vol. 79, No. 3, "Undergraduate Academic Program Reviews." The latest policy requests summaries of the results of program reviews.

The Wales Committee also recommended that retention guidelines be developed. See p. 12 of this report.

29. Committee on Higher Education, Meeting the Increased Demand for Higher Education in New York State: Report to the Governor and Board of Regents, 1960, (p. 30).

30. State University of New York, the Master Plan, 1972, (p. 8).

31. The task force, chaired by Charles Ingler, Associate Chancellor of Policy and Planning, consisted of eight presidents

from the community colleges, two local community college rustees (of which Alfred Hallenbeck was one), and senior officers from State University's Central Office (as resource persons). The establishment of this task force followed an agreement to continue the Agricultural and Technical Institutes as units of the State University. "The Preliminary Report for Discussion Among the Constituencies of the Community Colleges" was released by the task force in November 1972. It was reviewed in December 1972 and again in January 1973, at which time its first recommendation that five local trustees be appointed by the Governor and four by the sponsor was deleted.

A session on "Better Community College - County Officer Relations" was held at Cornell University by the County Officers Association of the State of New York a few years earlier (i.e. in 1970). Numerous complaints of misunderstandings, lack of cooperation, outright hostility, etc. were heard from both the county officers and the community college participants.

32. New York State, Legislative Commission on Expenditure Review, *Evaluation of Two-Year College Trends*, 1973.

33. Task Force on Financing Higher Education, *Higher Education in New York State--A Report to Governor Nelson A. Rockefeller*, 1973, (p. 18).

34. *Ibid*., (p. 19).

35. State of New York, Legislative Document 1974, No. 1, *Report of the Select Committee on Higher Education*, 1974, (p. 13).

36. *Ibid*., (p. 14). The report hoped for new legislation in 1975 following the preparation of new University plans and procedures concerning program quality and budgetary control.

SUNY COMMUNITY COLLEGE

TOPICAL PAPER NUMBER 2

"GOVERNANCE OF THE STATE UNIVERSITY OF NEW YORK COMMUNITY COLLEGES"

Dr. Freda R. H. Martens

Office of Community Colleges
State University of New York
Albany, New York
November, 1985

Background

SUNY Community College Topical Paper Number 2 focuses on the "Governance of the State University of New York Community Colleges." This paper is the second in a series of publications discussing topics of general interest to those seeking to learn more about the history, governance, operation and development of the State University of New York college system. As in Topical Paper Number 1, the reader will find the footnotes of special interest.

Dr. Freda R. H. Martens, the retired Dean of Planning and Information Services at Dutchess Community College, is the author of this paper. She was also the author of Topical Paper Number 1, "The Historical Development of the Community Colleges of the State University of New York."

This office continues to be indebted to Dr. Martens for her work in developing this series of Topical Papers on SUNY community colleges. In addition, the Office of Community Colleges wishes to recognize the work of Charles Burns, its Director of Educational Services, who made a substantial contribution as editor of this paper.

We anticipate publishing SUNY Community College Topical Paper Number 3 sometime in December. Tentatively, the focus of that paper will be on the SUNY community college faculty, students and programs. Dr. Martens will also serve as the author of this upcoming paper.

Stuart Steiner
Acting Deputy to the Chancellor
for Community Colleges

Governance of the State University of New York Community Colleges

History

New York State's constitution does not mention higher education, let alone governance of the state's community colleges.(1) The state's network of community colleges owes its existence to the 1948 dual actions of the State Legislature in creating the State University of New York and in passing concurrently the Community College Law.(2) It is from both of these laws that the existing combination of State University and local community college governance stem.

The 1948 Final Report of the Temporary Commission on the Need for a State University advocated a community college program. A Governor's press release later said such a program ought to be conducted directly by the state in some areas and partly by the state in others.(3) This concept of joint but divided state and local responsibility evolved from a compromise between those who favored the establishment of a local community college program assisted by the state and those who wanted the new two-year colleges to be state-operated, funded and controlled. The eventual enabling community college legislation of 1948 provided for a one-third sharing of operating costs between the state, the local sponsor, and the students, and a fifty-fifty division of capital costs between the state and the local sponsor, but it did not specify the same levels of responsibility where the governance of the community colleges was concerned. Statutory law placed overall responsibility for governance at the state level, in the hands of the State University's Board of Trustees. It gave local policy-making responsibility to community college boards of trustees.

The rapid growth of community colleges and the increased complexity of their mission, caused all community college constituencies to provide increased fiscal support for the colleges in the early 1970's. Furthermore, the statutory option available to the sponsors to handle financial affairs of the colleges directly through the "Plan A method" (line-item type controls), led to difficulties at some institutions, upsetting an intricate balance of power.

As the impact of ambiguity in governance roles between the state and the local sponsors of the community colleges grew, the State University trustees took action in 1972. Statutory law gave the University overall responsibility and clearly specified jurisdictional powers over the community colleges. Although amendments and revisions to both law and state regulations were recommended by many as a way of resolving any ambiguity in governance matters, it was the State University trustees who sought ways to "align the community colleges more closely to the overall educational, administrative, and fiscal structure and program of the State University."(4)

The idea of realignment to achieve a redefined and strengthened community college governance structure was eventually set forth in the 1976 Final Report of the State University Trustee Committee on the Special Problems of the Community Colleges. The report pointed out that any discussion of governance would have to focus on the interrelationships between each of the constituencies of the community colleges because each had different goals and objectives--all of which had to be considered if their place as participants in the statewide system was to be made effective.(5)

State University's Trustees also recognized that, although the optional selection of plans A, B, or C under statutory law was a problem that might ultimately require legislative action, a clarification of the roles of the state (State University), the sponsors, the local trustees, the presidents, and the faculty, in the "Code of Standards and Procedures for the Administration and Operation of the Community Colleges under the Program of State University of New York," would mitigate against the potential difficulties inherent in the Plan A option.(6)

Thus, a series of policy statements was prepared by the State University supporting the new full opportunity (open enrollment) program for the community colleges, strengthening curricula offerings, revising budget and report procedures, and, most importantly, in delineating the responsibilities of the various constituencies of the community colleges. The roles of all participants were clarified in the Code so that governance remained a joint but carefully delineated effort of many, with the State University providing the central coordination as required by law. This governance arrangement is spelled out below.

State University Coordination of the System of Community Colleges

The Carnegie Commission said in 1970 that state-level coordination of community colleges ought to deal with state planning, the acquisition of adequate state financial aid for local operations, and the establishment of general criteria and standards for community college operation.(7) In New York, the State University has always possessed these governance responsibilities. State University trustees are legally mandated to approve the establishment of community colleges in conformance with their approved master plans and to establish standards and regulations covering community college organization and operation. State University trustees are responsible for the overall policies regarding community college programs, courses, curricula, financing arrangements, state financial assistance to the colleges, and tuition charges and fees, including chargebacks.(8) These matters are set forth not only in law, but also in various sections of the "Code of Standards and Procedures for the Administration and Operation of Community Colleges under the Program of the State University."(9) Issues related to the internal functioning of the community colleges alone are handled by policy and guideline memoranda from the State University Chancellor or his designee to the college presidents and codified in the Policy Handbook-State University.(10)

Central offices of the State University carry out the trustees' policies for the community colleges on a state-wide basis. The Division of Finance and Business receives and analyzes community college budgets submitted annually according to prescribed schedules and formats. Uniform accounting and reporting procedures in financial matters are established with the approval of the Division of the Budget. The Division of Academic Affairs coordinates the community college curricula and oversees their development and review. Data collection and analysis is also coordinated by this Division. It is left to the local community college board of trustees to develop all the necessary local policies and approval processes required for compliance with state-wide policies, guidelines and procedures.(11) Statutory-required, quadrennial master plans are developed centrally as required by law but local colleges assist in identifying future directions. All new programs and facilities proposed locally during a master plan's implementation cycle are submitted to the State University Trustees for approval and master plan amendment.

The Community College Office is particularly concerned with the coordination of all the shared duties and responsibilities of the State University trustees and the local community college trustees. The Deputy to the Chancellor for Community Colleges, who heads this office, is the visible link between the Chancellor, other central administrative offices and the local colleges. His office is where all local boards of trustees and presidents can find help and information in discharging their governance responsibilities. Not only unity but also consistency is promoted thereby, in what is essentially a complex, centralized-decentralized system of community colleges.(12)

The Role of the Local Sponsor

All thirty community colleges have local government sponsorship(s). When the colleges were initially established, the local sponsor's financial contribution was set at one-third of operating costs, but the chargeback arrangement of 1953 rapidly reduced this proportion of local support in some cases, making considerable variation in the financial obligations of the sponsors.

Yet sponsor impact in some areas of community college governance remains a concern. These pressures are felt more readily in Plan A colleges because their financial arrangements lead very easily to detailed sponsor decision-making in matters affecting educational policy.(13) Potential problems of this kind have been reduced since the roles of all community college constituencies became clearer and more widely understood after 1972. No college follows the Plan B option. Most colleges follow the Plan C arrangement officially but, in fact, nearly all of the colleges today operate under some modification of the A and C plans.

Possible governance difficulties have been largely eliminated for one college (Corning) under the amended community college law of 1984, which allowed Corning to operate with a new regional board of trustees. No county actions on budgets, within specified limits, or audits are required. Title to real and personal property vests in the regional board of trustees. The regional board of trustees are deemed to be "municipal" employers and "public" employers respectively where personnel and collective bargaining matters are concerned.(14)

The Role of The Local Board of Trustees

Each community college is locally controlled by a board of trustees. These boards are public entities, operating under the supervision of the State University trustees. Local boards of trustees are ten-member, policy-making bodies with broad, yet limited, powers mandated by the State Legislature.(15) Five of the trustees are appointed by the local county legislatures and four by the Governor of the State. These nine trustees serve nine-year terms, appointed in a staggered fashion to insure both experience and fresh ideas for each Board. One student member is elected by the college's student government association for a one-year term.

Local trustees have the legal right to adopt curricula of a post-high school nature, with the guidance of State University and subject to its approval.(16) Academic programs must also be registered with the State Education Department. Community college trustees must approve local college budgets before local government approval is sought and prior to submission to State University. (The new regional board of trustees sends its budget directly to the State University.(17) Local trustees discharge such other duties as may be necessary for the effective operation of their colleges, subject to the general supervision of the State University trustees.(18) The community college trustees' single most important responsibility is the appointment of college presidents.

The local community college boards of trustees may acquire real and personal property by gift, deed, bequest, or lease for the purposes of the college. Although title to all land and buildings is held by the sponsor (except in the case of the new regional board of trustees), it is the college trustees who must care for the lands, grounds, buildings, and equipment of their colleges.(19)

As overseers of the college, they approve student government organizations, provide for the audit of all accounts, and render reports to all appropriate governmental bodies as required.(20) All of these governing activities are accomplished at regular and special meetings of the trustees and through the work of their standing committees. As public officers, the community college trustees are subject to the state's open meetings law.(21) Board Policies often are recorded in policy manuals.

The local governing boards are in a very real sense more than advisory councils because they also serve as corporate bodies, undertaking major governance duties and responsibilities for their own colleges within the State University system as a whole.

The Role of the President

The president serves as the chief administrative officer of the local community college and, along with the local trustees, is responsible for the internal management of the college, its operations, and local external relations. He/she promotes the educational effectiveness of the college by carrying out the policies of the trustees based on the overall policies and guidelines of the State University trustees. He/she presents recommendations to the trustees for policy action on matters of curricula, budget, salary and fee schedules, staff appointments, promotion, retention and retrenchment. He/she proposes the organizational structure of the college and plans for the development and management of all college facilities. He/she is the chief planning officer of the college, concerned with the maintenance of existing resources and the acquisition of new resources. He/she submits an annual report and such other reports as may be required. He/she sees that a faculty handbook is prepared that includes an internal governance structure for faculty participation in academic matters.(22)

Community college presidents are chosen in accordance with State University guidelines for presidential searches. While the selection of a president is one of a local board's major responsibilities, presidential appointments require State University Board of Trustee approval.

The Role of Faculty

Faculty do not govern their institutions, but they have a legitimate and traditional right to be consulted on academic matters. Faculty participate, therefore, in the formulation of policy dealing with student health, scholarship, admissions, attendance, dismissal, curricula, subject matter, study programs, teaching methods, the granting of degrees, research, staff/faculty evaluation, student extra-curricular activities, student discipline, and, in fact, all aspects of student life that relate to the educational process. Furthermore, faculty, by tradition, make recommendations to their chairperson or dean regarding instructional budgets.

The traditional forum for faculty governance is the academic senate (or its equivalent), with its wide range of standing and ad hoc committees. Although the community colleges continue to operate with their own varied forms of campus governance, the introduction of unionization and the collective bargaining of terms and conditions of employment (on 29 of the 30 campuses) has tended to affect the faculty roles. For instance, the development of procedures for such issues as appointments and reappointments, tenure, promotions, leaves of absence, and salary increases is usually a part of the collective bargaining process.

The Faculty Council of Community Colleges is an elected statewide body of community college faculty, with one representative per college. This Council studies matters relating to all community college faculty, education, policies, and programs. It provides community college faculty with the opportunity to express their opinion on statewide policy matters, to give advice to the Chancellor, to exchange ideas, and to work with the Faculty Senate of the state-operated campuses on affairs of mutual interest.(23)

The Role of Students

Students have always been recognized as members of the academic community. Their freedom to learn has been likened in many respects to the faculty's freedom to teach. These two concepts of academic freedom complement each other in many ways and form the theoretical framework upon which student participation in campus governance rests.

Community college students, therefore, operate their own student campus governments through their elected representatives. Student senates regulate extra-curricula learning through student-sponsored events, organizations, and publications. Student representatives usually serve on faculty committees, helping to recommend academic policy.

Students are permitted by state law to annually elect student trustees under the rules and regulations of their student association and in accord with guidelines established by the State University's Board of Trustees. Elected student trustees are granted full parliamentary rights and privileges, and by action of the 1985 State Legislature, the right to vote.

Conclusion

A fine balance of state and local control is evident in the governance structure of State University of New York's community college system. Governance structures, especially the internal structures, vary from one community college to another. The actual functioning of one college's (Genesee Community College) governance arrangements illustrates one of more traditional structures. In order to take a closer look at on-campus governance, a description of GCC's structure is appended to this paper.

It is from a number of forces and many voices that a community of interest emerges, making the overall governance structure of SUNY community colleges--statewide and local--an effective vehicle for the external and internal operations.

Notes for "Governance of the State University of New York Community Colleges"

1. Community colleges are mentioned in the state constitutions of Michigan, Oregon, Texas, and California. The state of Michigan's constitution provides for the establishment and financial support of public community colleges, supported and controlled by locally-elected boards. The state of Oregon's constitution empowers the state to use its credit for financing higher educational institutions and activities, including community colleges. The constitution of Texas provides that junior college districts can levy taxes to maintain their junior colleges. California's constitution gives the legislature the power to provide for the incorporation of community college districts by general law. Furthermore, the constitutions of Kansas, North Dakota, and Tennessee refer to systems of higher education or public systems of higher learning as including public higher educational institutions and those units so determined by their respective legislative bodies.

2. State of New York, Education Law, Articles 8 and 126. The thirty colleges are strategically located in all regions of the state. Two of the colleges, Auburn and Corning, were sponsored originally by school districts but the latter is now the state's first regionally-sponsored community college under the amended community college legislation of 1984. (Corning Community College was established in 1956 under the sponsorship of the Corning-Painted Post area school district in Steuben County. The school district found it financially difficulty to maintain the quality programs and services needed by the college. Chemung, Schuyler, and Steuben Counties make up the region for the "new" college.) Two other community colleges, Erie and Suffolk, have multi-campuses; five other colleges, Adirondack, Columbia-Greene, Fulton-Montgomery, North Country, and Tompkins Cortland, operate with dual county sponsorship. Six community colleges were formerly state-supported institutes of applied arts and sciences, and one was the former state-supported Veterans Vocational School at Troy. These former state-controlled, two-year units became community colleges in 1953, upon the discontinuation of their full state funding. The seven community colleges of New York City are now a part of the City University of New York. Until 1975, the community colleges of New York City were coordinated by State University, with the Board of Higher Education serving as their single local board of trustees. When the Board of Higher Education became the Board of Trustees of the City University of New York, the community colleges became a part of this regional university system.

3. ______, Report of the Temporary Commission on the Need for a State University, 1948, p. 16; and the Governor's Press Release, March 5, 1948.

4. It was also suggested at this time, that the two-year agricultural and technical institutes become community colleges; and that five, instead of four, of the community college trustees be appointed by the Governor. Although a draft report of a State University Task Force in both November 1972 and December, 1972 contained this latter proposal, it was deleted from the January, 1973 version.

5. State University of New York, The Final Report of the State University of New York Trustee Committee on the Special Problems of the Community Colleges, February, 1976, p. 9 (i.e., the so-called Wales report).

6. Ibid, p. 10. New budgetary procedures also resulted from these trustee decisions. The new procedures were tied to the development of the community college state aid requests and the evolution of a state aid funding formula with maximum limitations. Procedures for reviewing full opportunity plans, for approving, retaining, and deleting programs were also established.

7. Carnegie Commission on Higher Education, The Open Door Colleges-Policies for Community Colleges, June, 1970, p. 47.

8. State of New York, Education Law, Section 355.1(c).

9. ______, Official Compilation of Rules and Regulations of the State of New York, Chapter V, State University-Subchapter D. "Code of Standards and Procedures for the Administration and Operation of Community Colleges Under the Program of State University of New York," Parts 600-607. This is regularly referred to the "The Code."

10. State University of New York, Policy Handbook-State University, 1975.

11. Apart from these State University offices, other ones involved with community colleges are: The Office of Legal Affairs, the Office of Governmental Relations, the Office of the Chancellor's Executive Assistant for Affirmative Action, the Office of Campus Facilities, and the Office of University Affairs and Development.

12. The central Office of Community Colleges also approves non-credit courses (remedial, vocational and community service) for state aid, child care grants, contract courses for business and industry, grants for youth employment and the structurally unemployed, and other such programs.

13. State of New York, Education Law, Section 6304.6.

14. Chapter 552 of the Laws of 1984 provided for the establishment and operation of community colleges under the sponsorship of community college regions. Regions could be composed of two or more contiguous counties or school districts, approved by the trustees of State University and eligible, therefore, to appoint members to a community college regional board. Regional boards of trustees consist of fourteen members, seven appointed locally, six by the governor, and one elected by the students.

15. Carnegie Commission, op cit., pg. 47, says that community college boards should develop policy decisions that are responsive to the law and to centrally-devised guidelines. This is, indeed, the responsibility of the local trustees in the State University system.

16. State of New York, Education Law, Section 6303.1.c; and make "such modifications, amendments and revisions as they (i.e., State University trustees) may from time to time prescribe." Ibid.

17. Chapter 522 of the Laws of 1984, op cit.

18. State of New York, Education Law, Section 6306.6. Other duties and responsibilities include the formulation of personnel policies (Code 604.2(a) and Code 604.2(b)(1)); and the initial approval of Full Opportunity Plans and consortia memberships. Direct relationships with other state agencies, such as the legislature, Department of Audit and Control, and the Division of the Budget are left to State University's central office.

19. Code, op cit., 603.5(c) and 604.1(c).

20. ______, Education Law, 6304.6. The Code 602.1(c) clarifies the above even further and says that the trustees must see that annual audits are done by CPA's.

21. State of New York, Public Officers Law, Article 2, Section 10, and Article 7, Sections 100 and 111.

22. Code, op cit., 604.3.

23. Ibid, 606. For example, at the April 6 and 7, 1984 Faculty Council meeting, the following were discussed: summer institutes on college teaching and technology in society; faculty as trustees; and statewide uniform requirements for curricula (as in Florida, Mississippi and Hawaii). The Council decided to prepare a statement on governance, to strengthen the

Council's visibility on local campuses and to seek clarification of the terms "remedial" and "pre-college level." A resolution pleading for more tuition waiver support was passed; and the preparation of a Faculty Council information booklet was proposed. Among the committee reports was one on basic core general education requirements for degrees in all State University units.

APPENDIX

Governance at Genesee Community College: One College's Approach

Genesee Community College's governance structure begins with its Board of Trustees. The bylaws of the Board were first approved in 1967, soon after the college was founded. They have been amended frequently since that time, following review by the Board's Policy Committee. The bylaws establish the Board's corporate responsibility "to guarantee the integrity of the College...." The responsibilities and duties of the Board's officers are clearly delineated, along with the legal requirements for meetings, notices of their time and place, and what constitutes a quorum for undertaking official business. The nature and the purposes of the standing committees are set forth with the creation of Buildings & Grounds, Personnel, Policy, and Nominating Committees.

A considerable amount of Board time is given to informational reports such as those on admission, enrollment, and program updates presented by the college's staff. Much of this kind of informational review occurs under the agenda item of "New Business." Furthermore, the attention of all trustees is regularly directed by their chairperson to general correspondence received by the College, including notification of State University actions pertaining to the campus. All of this supports the participatory style, as opposed to a "rubber stamp" ratifying style, of Board deliberations. The continuing board appraisal of both current and future actions generates knowledge and expertise and expands background discussions so that widely-understood new courses of action can emerge.

Genesee County Legislature's chairperson has appointed a liaison member to attend Board of Trustee meetings, as is done in other counties, in order to convey budget and other concerns to and from the county's legislative committees and the College's trustees. The liaison member is extended floor privileges at Board meetings but, of course, has no voting rights.

The College President's leadership role is an important one which fully recognizes not only the need of keeping his Board informed but the right of the faculty to be consulted on appropriate matters. Working with the College's academic governance structure, as discussed below, and administrative personnel, the President is able to project his ideas beyond the strict confines of organizational procedures and its future directions. He takes responsibility for all internal actions arising from recommendations that need Board action.

The organization of this College is simple and logical, following more of a flat than a hierarchial structure. Five deans and a director report to the President and serve as his "cabinet." They are the Dean of the College, Dean of Students, Dean of Administration, Dean of Community Services, and the Dean of Human Services and Planning, and the Director of Institutional Advancement. Associate Deans deal with fiscal matters, the

Learning Resources Center, Human Communications and Behavior, and Career and Vocational Education. There is an Assistant Dean of Instruction for Off-Campus Operations. Directors are responsible for the Career Development Center; Records, Scheduling and Advisement; Financial Aid and Veteran Affairs; Personnel and Research; and Admissions. Furthermore, a number of technical assistants and specialists in educational services assist the teaching faculty and other administrators. The actual academic operations of the College criss-cross this organizational structure.

Academic governance at Genesee Community College is the responsibility of the Academic Assembly, its Senate, and its Executive Committee. This governance structure is a means of attaining the objectives of the College through consultation with and the support of the faculty and all members of the college community.

Genesee Community College's Academic Assembly consists of all teaching faculty, all professional administrative staff, and certain representatives of the students and of the civil service personnel. The Assembly elects a president, vice president, and secretary to serve on the Academic Senate and to develop academic policies and procedures relating to standards, curriculum, instructional research, business and student affairs. All of this work is the responsibility of the Academic Senate and its standing and ad hoc committees.

Therefore, the Academic Senate is in fact the institution's major internal governing body. It consists of the College's President, some of the Deans, the elected Academic Assembly officers, student leaders, and the elected standing committee chairpersons. Its standing committees (Academic Standards, Curriculum, Instructional Research and Development, Student Affairs, Business Affairs, Student Recruitment and Retention) evaluate and recommend administrative policies for all aspects of the academic program and related activities of the College.

The chairpersons of the standing committees also attend the bimonthly meetings of the Executive Committee of the Academic Assembly as necessary. Here an assembly agenda is developed, and decisions are made on the proper routing of all committee proposals. The final recording policies and procedures rests with this committee.

The minutes of both the Academic Senate and of the Executive Committee of the Academic Assembly are widely distributed throughout the College.

The Genesee Community College Student Government Association is the vehicle by which students participate in the governance of the college. This association has established a wide range of special interest clubs to help develop student leadership skills, responsibility, self-reliance, and to promote recreational and educational activities at the college. The clubs include a variety of curricula-related activities such as Choir, Student Newspaper, Nurses Club, Communications Club, and Commercial Arts Club. Committees, such as the Student Activities Council, recommend student-related college policies that help to meet student needs. The Student Court periodically reviews student rights and responsibilities.

Students serve on Genesee's Academic Senate, the Academic Assembly's Executive Committee, and all of the standing committees of the Senate. The student representatives are chosen by the Student Government Association and in the case of the Academic Standards Committee and the Recruitment and Retention Committee two student members respectively are selected. These students have the same voting rights as faculty and staff committee members but serve for a term of one year and are subject to recall and replacement according to the procedures of the Student Government Association.

As at all other community colleges, the students elect annually one of their number to serve on the Board of Trustees of the College.

SUNY COMMUNITY COLLEGE

TOPICAL PAPER NUMBER 3

"STUDENTS, FACULTY AND PROGRAMS IN STATE UNIVERSITY OF NEW YORK COMMUNITY COLLEGES"

Dr. Freda R. H. Martens

Office of Community Colleges
State University of New York
December 1985

BACKGROUND

SUNY Community College Topical Paper Number 3 focuses on "Students, Faculty and Programs in State University of New York Community Colleges." This paper is third in a series of publications discussing topics of general interest to those seeking to learn more about the history, governance, operation and development of the State University of New York college system. As in previous topical papers, the reader will continue to find the footnotes of special interest.

Dr. Freda R. H. Martens, the retired Dean of Planning and Information Services at Dutchess Community College is the author of this paper. She was also the author of earlier Topical Papers on SUNY community colleges.

This office continues to be indebted to Dr. Martens for her work in developing this series of Topical Papers on SUNY community colleges. In addition, the Office of Community Colleges wishes to recognize the work of Dr. Phyllis Bader-Borel, Director of Community College Program Development, who made a substantial contribution as editor of this paper.

Other topical papers published by this office are:

> "The Historical Development of the Community Colleges of the State University of New York"
>
> "Governance of the State University of New York Community Colleges"

Stuart Steiner
Acting Deputy to the Chancellor
for Community Colleges

STUDENTS, FACULTY AND PROGRAMS IN STATE UNIVERSITY OF NEW YORK COMMUNITY COLLEGES

Student Diversity and Their Varied Educational Needs

Students at the community colleges of the State University of New York come from diverse socio-economic backgrounds and various age groups. The community colleges follow "open door" admission policies and accept students of all ability levels regardless of their age, sex, marital status or national origin. In addition, all high school graduates of the previous year and veterans are guaranteed acceptance into appropriate programs.(1)

Some students enter community colleges while still in high school by enrolling in early admission programs. Hudson Valley Community College, for example, developed such a program ten years ago with one high school (Shaker). Other students are admitted to various community colleges with advanced standing on the basis of a variety of factors, including advanced placement tests, and life and/or work experiences.(2)

Some students are former high school drop-outs with equivalency diplomas, some are "stop-outs" from the community college itself and others are transfer students "back" from four-year colleges with changed career goals. Many of these students are recognized as being late developers deserving of a second chance to pursue higher education.

An increasing number of homemakers are among these associate degree seekers studying either to revitalize and enrich their lives, or to learn updated job skills as a step toward a new career. Furthermore, some senior citizens enroll in courses for audit only, on a tuition-free basis.(3)

Enormous individual differences lie within this heterogenous student body. Some of these variations arise from the special educational needs of the students. Individual student aspirations, expectations, goals and motivations also differ. Some differences stem from parental desires that are rooted in social pressures for upward mobility.(4)

Sixty percent of the community college students currently receive state financial aid of some sort; and 82.6% of these students come from families with net taxable incomes of under $14,000.(5) The students participate in federal financial aid programs and in New York's Tuition Assistance Program. Twenty-one of the community colleges also participate in State University's Equal Opportunity Program. This program supports the matriculation of economically and educationally deprived youngsters who have the potential for higher education but need remedial instruction and counseling along with financial assistance in order to study as full-time students.(6)

The size of the community college student body can best be measured in terms of full-time equivalent (FTE) students. FTE counts are developed regularly from the credit hours taken by full-time and part-time students so that valid comparisons between the colleges can be made. Community college FTE students were 88,216 in 1971/72 and 132,849.6 in 1982/3, making a 50.6% increase in twelve years.(7)

The headcount of full-time degree credit-course students alone totalled 65,039 in the fall of 1971 and 93,906 in the fall of 1982, a 44.4% increase in twelve years. The headcount of part-time degree credit-course students totalled 52,818 in the fall of 1971 and 88,230 in the fall of 1982, a 67.0% increase in the same twelve-year period.(8) This enormous increase in the student body surpassed all predictions and it was only in the fall of 1984 that any indication of a decline in student enrollment began to appear.(9) Data also shows that just over 5% of the full-time students enrolled in the fall of 1983 were admitted as transfer students, with about half of them coming from other institutions of the State University system.(10)

By the fall of 1983, 49.4% of the full-time community college credit students were men and 50.6% were women, an almost complete reversal of the percentages of seven years earlier. Also in fall of 1983, 39% of the part-time credit students were men and 61% women, a small shift in favor of women, when compared with seven years earlier.(11)

Furthermore, 80.2% of the full-time credit-course students and 40% of the part-time credit course students in the fall of 1983 were 22 years of age or under.(12)

Reports show that over 96% of the full-time community college students have consistently been residents of New York State, with the percentage of students coming from other states and countries varying between 2% and 4%. The percentage of students known to be permanent residents of their community college sponsorship area increased from approximately 65% in the 1960's to nearly 75% in the early 1980's.(13) Clearly, then, the community colleges serve a local constituency and this alone has a great impact on the nature of the educational programs offered.

The proportion of students enrolling in the various diploma and certificate programs offered by the community colleges can be broken down as follows: Of 132,849.6 FTE students reported above in 1982/3, 26% were in business-related programs. Thirty eight percent in technical programs (with an engineering/science related orientation) and the remaining 36% in health, public service and interdisciplinary (college transfer) programs.(14) The number of students in the latter general education field has dropped in recent years.(15)

Most community colleges monitor very carefully the retention and attrition of their students. Attrition should not be confused with "program change," which is often nothing more than an internal switch made by the student. Program changes occur frequently in the first year of study, as students make more realistic decisions regarding their educational and career goals.(16) This, together with the need for extensive remedial work by some students, and the relative ease with which students also switch from full-time to part-time status, in the face of economic necessity and personal problems, means that some students may still be enrolled after four semesters or full-time and near full-time study.

On the other hand, many students do not wait to graduate from their community college before transferring to a four-year school. About twenty percent of the full-time students in an entering class transfer to four-year colleges without first obtaining an associate degree, but about another 33% non-degree recipients are no longer enrolled in their community college five years later.(17) When these latter "drop-outs" are located and surveyed, it is often evident that they withdrew for legitimate reasons. Such former students invariably express a desire to return to their community college at a later date. The fact that they often do this increases the ever-growing size of the part-time student body and requires extensive record-keeping on the part of the registrars and other student personnel service staff.

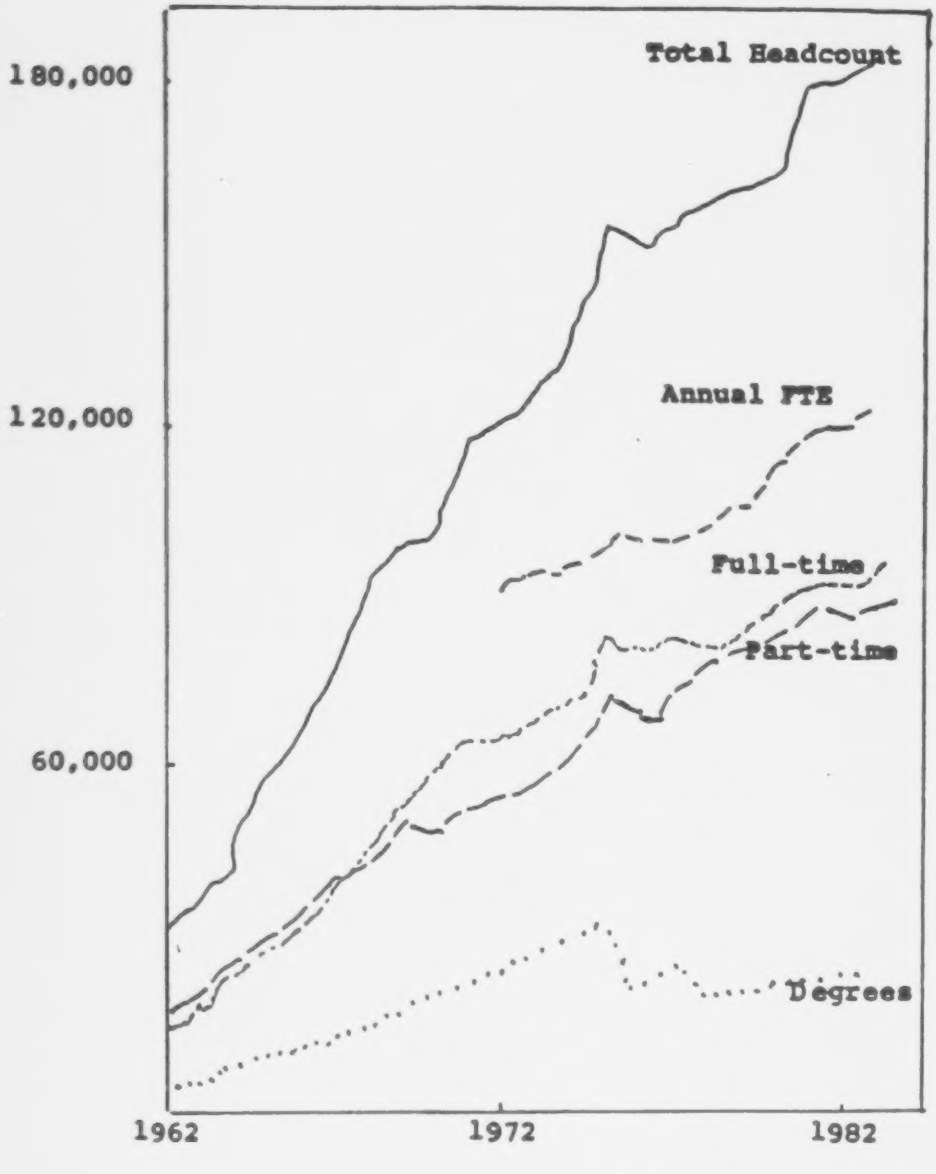
All of the community colleges enroll an enormous number of adults as part-time students in non-credit courses of all kinds, in addition to the part-time enrollment of older students in credit courses. It is estimated that 80% of the 60,000 and more non-credit students presently enrolled in the community colleges are seeking improvement in their work skills.(18) Certain non-credit courses that provide community service, vocational or remedial instruction are eligible for state aid and served 3,466 FTE students alone in 1982-1983.(19) Furthermore, students in special courses offered under contract with local businesses and industries served 820 FTE students in the same year.(20) Other non-credit students are in continuing education and community service courses that are vocational and cultural in nature and are not eligible for state aid.

As the Special Report of the Community Colleges of State University "On the Move" states, the community college student body is indeed:

> an amalgam of recent high school graduates, working adults, transfer students from other colleges, evening and weekend students, "contract course" students who work for local industries, and non-credit students taking advantage of mini-courses, "winterim" courses, and special workshops.(21)

State University of New York Community Colleges

Enrollment & Degrees



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Faculty and Staff in the Community Colleges

Community college personnel consists of professional service staff and non-professional employees. Teaching faculty and other professional administrative staff are part of the professional service.

There were 848 full- and part-time faculty members in the community colleges in 1958 when full- and part-time students totalled 11,521. Five hundred and thirty-nine of these faculty were full-time and 309 part-time.(22) By the fall of 1983, full- and part-time faculty had grown to 10,443 (with a four to six distribution between them) and the student body to 184,848.(23) The ratio of FTE students to FTE faculty varies among the individual community colleges but has been 18.5% to 1 since 1977-78 on a composite basis for all community colleges.(24)

The mean salary of the community college faculty was $28,069 in 1983 but ranged from an average of $15,359 for a full-time lecturer (probably with no previous teaching experience) to an average of $35,268 for a full professor, with many years of teaching service.(25) Individual college salaries vary considerably both below and above these averages because of economic conditions in the sponsorship area and the salary agreements bargained with faculty unions.

In 1983, 36% of the faculty were women and 4.5% were minority group members.(26) This represented a 5% and 0.5% increase respectively over 1975.(27)

The community college faculty are as heterogeneous in educational background and technical skills as their students. They can be viewed as technicians, theorists, researchers, artists and, of course, traditional professors from a variety of academic disciplines and technologies. Almost all have masters degrees and a few, usually the full professors and department chairmen, have doctoral degrees. Community college faculty are essentially teaching faculty, responding sensitively to their students' varied educational needs and learning capabilities. They seek to extend their teaching beyond the classroom and look for ways to enhance maximum student learning and whole student growth through their skills as communicators, learning facilitators, academic advisers, and role models.(28) Jamestown Community College for example, says, that within its institution there is:

> a college-wide commitment to provide the very best education to all students of the college while maintaining the personal, friendly atmosphere which has been a part of the college throughout its history.(29)

A professor of English at Suffolk Community College also points out that "the ways of teaching are as varied as the personalities of the teachers."(30) Indeed the range of teaching techniques extends from the use of cognitive methods in both large and small groups to individualized instruction in special learning environments, to practicum, and to a variety of modes of teacher/learner interaction especially devised to help students succeed in their educational goals. Innovative audio-visual and programmed learning materials are widely used. Computerized instruction and other uses of micro-computers are increasing rapidly throughout the network of community colleges.

In the community colleges, promotion and tenure, where the latter exists, depend almost entirely upon the teaching effectiveness of the faculty member. A variety of faculty development programs have been established by the colleges, often through the collective bargaining process, to assist faculty, enlarge their knowledge and improve their teaching ability. Special campus training programs, tuition waivers, educational leaves, graduate tuition assistance and special grants are examples of the programs that exist. Attendance at conferences and summer workshops and involvement in the Faculty Council is encouraged. Many of the articles written by faculty in the State University of New York Office of Community Colleges' Insight provide evidence of a continuing faculty quest for improved teaching skills.(31) Furthermore, the new humanities-oriented Esprit launched by Orange County Community College illustrates a renewed commitment by the community college faculty to the teaching of humanities and communications in all programs.

The community colleges were faced in their early years with the necessity of hiring faculty who had little or no understanding of the nature of community colleges and the students to be taught. Many orientation sessions and workshops had to be held. Although faculty recruitment is less of a problem today, new faculty still need time and help in learning the traditions and mores of their institutions. Faculty turnover, too, was relatively high in the past and remains so among adjunct (part-time) faculty hired for special courses and overload assignments. Unlike the four-year institutions, little use is made of graduate students as assistants, leaving the full responsibilty of teaching and grading to the community college faculty themselves. However, there is a greater need today, than in the past, for faculty capable of teaching inter-divisionally, for the retraining of "senior" faculty unacquainted with computerized techniques, and for help with the continued training and development of newer faculty.

Community college faculty have had the right to organize and negotiate their terms and conditions of employment since the passage of New York's Taylor Law in 1967. As a result, a varied pattern of bargaining has developed across the state with all but one community college so involved. Faculty participation in academic governance has tended to decline, creating, in some instances, a new polarization of faculty and administrators. Although a common pattern is generally visible in the terms of settlement made at the bargaining table, there are great variations across the state in the details of the agreements. The present trend is toward what is called "mature" collective bargaining because such matters as jurisdictional issues and the creation of grievance procedures with binding arbitration have been largely resolved. The major problem facing both community college faculty and administrators today, apart from periodic salary disputes, is living with the contract. Daily interpretations are sometimes needed, forcing the community college presidents, who have the prime responsibility, to assume greater authority in these matters.

Although the procedures relating to personnel policies are affected by collective bargaining and other state and federal laws, there are specific areas in which major policies have been developed by the local boards of trustees. These are: staff promotion, tenure (if any), personnel evaluation, dismissal, retirement, termination, outside employment, leaves of absence, sabbaticals and academic freedom. Local policy manuals record these matters.(32)

An extraordinary variety of administrative titles are found in the community colleges.(33) It is difficult to generalize about these titles and the salaries they carry. In some cases, administrators are excluded in whole or part from the collective bargaining units.(34) Furthermore, differing county civil service procedures make comparisons among support staff difficult to do. Yet, Equal Employment Opportunity (EEO-6) data for 1983 indicated that of the full-time staff in all the community colleges, about 46% were faculty, 14% other professional staff and 40% support staff.(35)

The Academic Programs of the Community Colleges

The comprehensive community colleges of New York State provide by law occupational/technical programs leading to careers, the first two years of baccalaureate education suitable for transfer to four-year colleges, continuing education for adults and developmental education for those who need it.(36) Genesee Community College, for example, expresses these purposes this way:

> The College offers a comprehensive and growing program for studies designed to fill the dual need for a quality program for students who plan to complete a bachelor's degree at a senior college and for a realistic variety of career programs for those who intend to seek employment upon completion of a two-year curriculum. In addition, the College serves the community through an evening program for adult or working students. This program is designed to parallel the day program and to meet the needs for special and non-credit courses.(37)

A wide range of curriculum options are embedded in this mission. Over 200 different curricula are listed for the community colleges in the State University of New York's Application Guidebook leading to AA, AS, AAS and AOS degrees. They can be grouped, however, into a few standard discipline and technology areas, namely:

Interdisciplinary - studies involving more than one major discipline but without primary concentration.
Business and Commerce Technologies
Data Processing Technologies
Health Services and Paramedical Technologies
Mechanical and Engineering Technologies
Natural Science Technologies
Public Service Related Technologies

In addition, some community colleges have programs in Business Management, Engineering and Fine and Applied Arts disciplines leading directly to four-year college transfer opportunities.(38)

Certificates and associate degrees are awarded for one- and two-year programs and for some one-plus-one programs established with BOCES and/or neighboring community colleges. At one specialized community college, Fashion Institute of Technology, bachelor and masters degrees are awarded.

Those community colleges that were formerly Institutes of Applied Arts and Sciences were unable to offer AA or AS degree programs in interdisciplinary disciplines until 1957. General education programs for transfer to four-year colleges were then permitted at these colleges at the option of their local sponsors.(39) All general education programs are designed to provide broad knowledge, to develop critical thinking, and to help students clarify their values and gain an understanding of the meaning of life.

All career programs seek to assure that the program graduates have the technical competence needed to compete in the labor market with their level of training. The skills learned are expected to benefit the graduate individually and thereby contribute also to the welfare of the state and nation. All technical programs include some component of general education not only as an aid toward good citizenship but also as a basis for further learning if and when the career training becomes obsolete. A special emphasis has been placed recently upon communication skills in all classes and on insuring that all community college students are adequately proficient in writing and speaking at the time of their graduation. "Writing across the curriculum" is a program used in many community colleges.

It was in 1961 that it become abundantly evident that curriculum titles, structure and even course content itself were so excessively varied among the community colleges that their program quality could be questioned. Revised approval procedures were then established by the State University to insure that the curricula served the needs of the students and the community in the area in which the college was located without leading to unnecessary program duplication. Local participants in this process of curriculum development often continue to provide expert advice on training and employment problems through service later on program advisory committees.(40) Some new community college programs recently developed include: Trade Journeyman/Apprentice Training at Onondaga Community College, Corporate Services at Broome Community College, and Individual Studies (AA) at Columbia-Greene Community College. Today's interest in high technology is evident at many community colleges where the number of individual computer courses have expanded and where special programs, such as Laser-electronic Optics have been introduced (e.g. at Hudson Valley Community College).

Particular attention has been given since 1970 to the development of flexible remedial/developmental programs in order to widen access to the community colleges' regular programs and to provide new opportunities for students previously barred from admission.(41) Individualized instruction, tutoring and programmed learning are frequently a major part of remedial education. At this time, there is also a growing tendency toward closer cooperation with area high schools and BOCES in the provision of these kinds of programs.(42) Even so, remedial/developmental education remains an area of community college education that faces almost continuous study and evaluation.

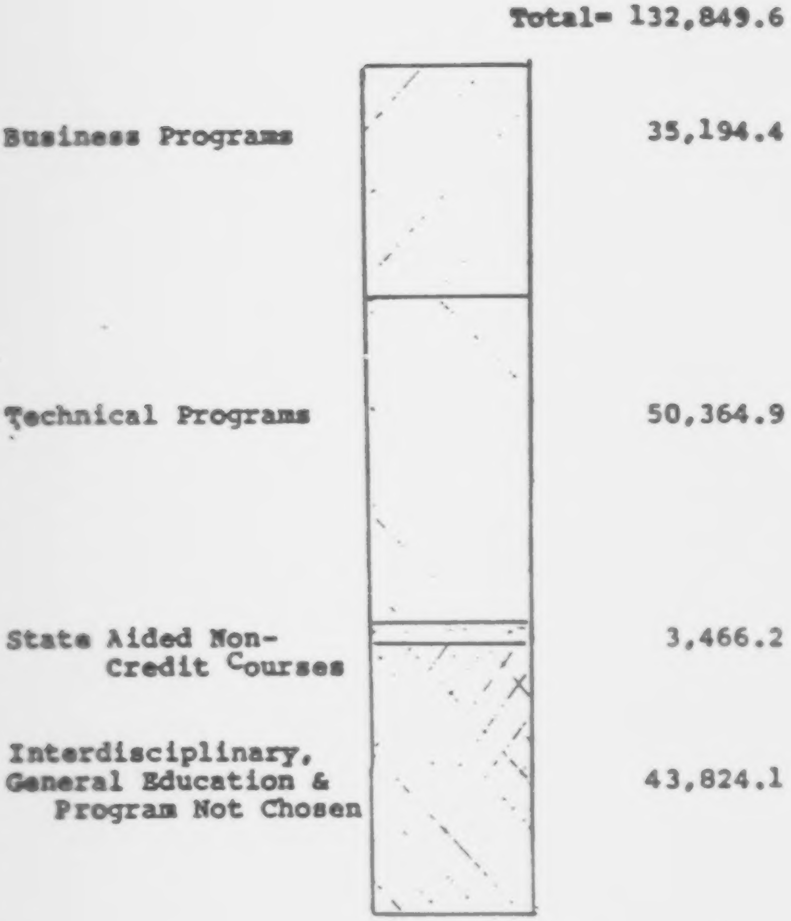
The merging of evening and weekend credit courses originally designed for adults, into the regular programs of the community colleges, has occurred in recent years at colleges implementing the "one college" concept. Flexible scheduling has opened many regular courses and programs to older citizens so that previous concepts of continuing education are being replaced rapidly with newer ones of lifelong learning and of public/community service through both credit and non-credit intellectual and cultural courses designed to broaden educational experiences and enrich lives. Community service activities are developed to meet specified educational needs of individuals or groups. These activities may consist of community experience programs, help with community problems, public affairs education, conferences, institutes, workshops, mass media education, and certain specialized services to the public such as cultural and recreational activities, health services, and public education on a variety of topics. A few colleges have established, therefore, special learning and training centers, e.g. Business Development Centers at Corning and Ulster County Community College; Productivity Centers at Mohawk; Academic Arts at Westchester; Norrie Point Science Center at Dutchess; and the Roger Tory Peterson Institute for the Study of Natural History at Jamestown. Such a concept of community service is a comfortable one for many community colleges and is believed by them to be an evolving mission.

The most extensive of State University of New York community colleges' services to business and industry is at this time the contract offerings of occupational training and assistance for the purpose of creating, improving and retaining job opportunities in the region and states.(43) One hundred and nine (109) industries were provided with 172 courses for 667.2 FTE students (43,372 enrollees) in 1981-82. In 1983-84, 270 industries were provided with 523 courses for 1274.8 FTE students (25,972 enrollees).(44) All of these activities recognize the important role a community college can play in helping businesses and industries to train and develop their employees so that by working together productivity can be increased and the educational skills of the workers broadened.

Nearly all of the community colleges also participate in JTPA (Job Training Partnership Training Act), a federal program started in late 1983 to upgrade the vocational and academic skills of thousands of under-prepared, under-employed and out-of-work citizens. Some community colleges provide training through contracts with the newly established local service delivery areas (i.e. the prime sponsors) and some operate through JTPA grants received from the State Education Department. Twenty-five community colleges are involved at this time in JTPA training with twenty-two of them providing vocational training, 14 basic academic skills, 12 counseling and 10 job placement.(45)

This extensive assortment of educational activity illustrates not only the innovative approach to learning found in the community colleges but shows also their widespread commitment to education for all beyond the high school level.

Program Distribution of FTE Students 1982-83



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Academic Planning and the Effectiveness of Community College Programs

Academic planning in the State University of New York community colleges is focused at the local level. It is not and cannot be distinct from the mainstream of a college's decision-making process, yet it also involves some statewide coordination in order that unnecessary regional duplication of degree and certificate programs is avoided, while the fullest possible use of scarce resources is assured. Academic planning involves making decisions that will have a major impact on the college in the future, on its departments and on its educational program objectives. It requires a determination of the resources to be obtained and allocated in order to meet the continuing educational goals of the college. For this reason, it cannot be entirely separated from fiscal planning and budgeting.

Guidelines for the development of new academic programs have been established centrally. A letter of intent, justifying the need for the program must first be prepared. When a positive response to the initial letter is received from the State University, the faculty develop a detailed prospectus of the program giving its title, the academic degree to be awarded, the course descriptions, the proposal's relationship to long-range plans, the human and material resources needed, anticipated costs, expected student enrollments, probable job opportunities for the graduates and the evaluation procedures that will be used to measure the success of the program. Evidence is also required of all local resolutions passed in support of the new program.(46)

State University of New York trustees are required by law to formulate long-range plans that contain recommendations to the Board of Regents and Governor concerning plans for new curricula, facilities and admission policies.(47) New programs proposed by the community colleges may require, therefore, master plan amendments, along with assurances that the idea has been reviewed by other colleges in the region.(48)

New program development and program improvement almost always grow out of evaluation processes. With this in mind, State University established a five-year program review policy for all community college degree and certificate programs. A second review cycle is underway at the community colleges at this time. The intent is to keep curricula up-to-date and to insure that those programs no longer serving an adequate function on a cost effective basis are discontinued.(49) Action to discontinue a degree program requires substantial review and approval along the same lines as the original approval procedure.

The community colleges were first included in State University's multi-phase rolling plan in 1982. This plan links programming to budgeting, in order to carry out the state-approved priorities of the master plans of the University.(50) Five-year enrollment projections are made by the community colleges and program offering statements developed as a part of this basic planning activity.

State University of New York has recommended that community colleges develop their own campus plans in conjunction not only with the University-required five-year program reviews but also as a part of their ten-year Middle States reaccreditation process. Currently community college planning procedures at the local level, therefore, vary. Columbia-Greene holds annual administration/faculty retreats for planning purposes. Tompkins Cortland developed a "strategic" plan with a WOTS-UP analysis in 1979. Broome created new mission and goals statements along program and major activity lines, complete with sub-goals and objectives for its upcoming academic year. All community colleges prepare self studies for reaccreditation purposes.

Accreditation by the Commission on Higher Education of the Middle States Association of Colleges and Schools includes an extensive self study process followed by an evaluation by outside reviewers.(51) This added dimension to community college academic planning helps to ensure quality in all the educational programs. At this time, all community colleges are fully accredited by Middle States. Some colleges also seek special accreditation of certain programs such as the AAS Nursing program by the National League of Nursing. However, the Carnegie Commission for Higher Education recommended in 1970 that a single accreditation process suffice.(52)

Over 24,000 associate degrees are now being granted per year by the community colleges and a few BA's in addition at the specialized community college Fashion Institute of Technology. The 24,428 degrees awarded in 1982-83 represent a 53% increase from 15 years earlier.(53) These awards are invariably made in the same proportion as the number of students enrolled in the various programs, regardless of program switches, "stop outs", "drop outs" and transfers out of the institutions.

	% of Enrollment 1978-79	% of Total Awards
Interdisciplinary	30.2%	25.5%
Business Tech	30.0%	27.6%
Data Processing Tech	3.3%	2.0%
Health Tech	8.1%	13.9%
Mech Eng Tech	9.2%	10.7%
Nat Science Tech	1.5%	1.8%
Public Serv Tech	8.5%	10.0%
Business Mgt	5.7%	6.5%
Engineering	2.2%	1.5%
Fine Applied Arts	8%	7%

(54)

Of the 24,428 associate degrees awarded in 1982-83, 60% were given to women.(55) In addition, 1602 certificates for approved programs of a semester or longer were awarded, of which 62% were given to women.(56) Business and health career programs tend to head the list of associate degrees awarded, but this varies considerably among the individual colleges.

Recent data shows that over 5,000 students in the fall of 1983 transferred into the state-operated units of the State University from the community colleges, with or without first obtaining an AA, AS or AAS degree.(57) In fact, State University policy guarantees junior level status to AA and AS community college graduates transferring to a State University four-year unit, but many career program students and graduates transfer also. Potsdam automatically accepts AA and AS graduates with 2.5 GPA or better, while leaving it to other would-be transfer students to follow the regular admission. The SUNY College at New Paltz has also recently eased its transfer procedures for Dutchess, Orange, Rockland and Ulster community college graduates. Furthermore, individual community colleges often make special transfer agreements of their own with private four-year colleges both in and out of state. Recent State University data indicates that approximately 70% of the community college transfer students continue the following year at their State University transfer institution.(58)

The matter of successful program outcome is, indeed, not easy to measure. Community college surveys developed for Middle States review and special in-house studies are undertaken to access program needs and the level of success achieved in meeting program goals. Yet, the impact of the community colleges on their students may only become visible years later when data collection is almost impossible to accomplish. Process measures, such as the number of degrees awarded, do not and cannot reflect the quality of the teaching given or of the learning achieved and may not even relate at all to the program objectives expressed by the college. it is for this reason that the testimony of the faculty and of the students themselves is often sought. The State University of New York's booklet On the Move is a resounding expression of the high esteem in which the work of the community colleges is held by both faculty and students.

Footnotes to: STUDENTS, FACULTY AND PROGRAMS IN STATE UNIVERSITY OF NEW YORK COMMUNITY COLLEGES

1. State of New York. Laws of 1970, Chapter 811 (i.e., "Full Opportunity Law"). All community colleges now participate in this program.

2. State University of New York. *Policy Handbook*, #16.

3. State of New York. *Education Law*, Section 6303.d. This law permits persons 60 years of age or over to audit courses on a space available basis without paying tuition, taking an examination, or receiving either grade or credit for the course.

4. No extensive study of New York's community college students has been done along the lines of K. Patricia Cross's 1968 study: *The Junior College Student: A Research Description*, but the various studies undertaken by local campuses both as a part of and separate from Middle States self-studies elaborate upon the heterogeneity of their students.

5. State University of New York. The Community Colleges of the State University of New York. *Democracy's Colleges*, 1982, pp. 7 and 4.

6. State University of New York's Equal Opportunity Program (EOP) uses criteria for economic disadvantagement as established by the Board of Regents for HEOP in the private colleges. Plans for EOP are developed by the local colleges, which also make contracts with SUNY for the necessary funds. Six community colleges participated in EOP in 1970-71 when the program first began.

7. State University of New York. Office for Community Colleges, Office of Institutional Research and Planning and Office of Finance and Business. *Compilation of Statistical Data Concerning the Community Colleges of the State University of New York* 1983-84, p. 107.

8. *Ibid*., p. 45. Full-time credit course headcount in the fall of 1983 was 95,929 and part-time 88,919.

9. A 4% decline in full-time and part-time credit students from the fall of 1983 was reported in October, 1984. The drop was from 184,848 to 177,469. However, some campuses also reported that their enrollment counts were delayed and incomplete at that time.

10. SUNY. *Compilation...op cit*., p. 166. Of 4,951 students admitted to programs for full-time study, 46% came from State University colleges. (119 were also admitted without designating their programs.) Of this transfer group of

students, 22% came from other community colleges, 7% from two-year Agricultural and Technical Colleges and 17% from senior institutions of the State University.

11. Ibid., p. 47.

12. Ibid., p. 47.

13. Ibid., p. 75.

14. Based on ibid., pp. 108-110.

15. Community colleges that started under the 1948 enabling legislation (i.e., other than the former Institutes of Applied Arts and Sciences), found it easier and cheaper to begin their existence with university parallel programs. In the early 1960's it was thought that substantial numbers of students could be diverted from the lower divisions of the four-year units to the community colleges in order to relieve the demand on four-year college facilities. However, it became clear by the 1970's that no large increase in the number of transfer students from the community colleges to the four-year units had occurred. (See also: SUNY. Progress Report on the Implementation of the Master Plan of 1976, June 1978, p.2.) The present decline in liberal arts programs is endemic to all such programs in the country and is a direct result of present-day economic conditions and student demand for training leading to immediate employment. SUNY's 1976 Master Plan (p. 31) did, however, point out that the greatest program activity in the community colleges at that time was in interdisciplinary studies, where 31.7% of the enrollment existed and where 37.4% of the degree awards were made.

16. A community college student chooses a program at the time of matriculation, usually when enrolling as a full-time student. In the four-year liberal arts colleges of the country this is not usually done until the end of the sophomore year.

17. Based on SUNY. Compilation...op cit., p. 151. A variety of Student views about themselves, their goals and their community colleges is in: State University of New York. The Community Colleges of the State University of New York. Special Report "On the Move", September, 1984, pp. 27 to 30.

18. Ibid., p. 18.

19. SUNY. Compilation...op cit., p. 112.

20. Ibid., p. 111.

21. SUNY. Special Report...op cit., p. 2.

22. State University of New York. Board of Trustees. Annual Report, 1958, p. 60.

23. SUNY. Compilation...op cit., p. 175.

24. Ibid., p. 179.

25. Ibid., p. 178.

26. Ibid., p. 194. These percentages are slightly higher (i.e., 38% for women and 5% for minority group personnel) when all professional staff are included.

27. Ibid., p. 193.

28. See: SUNY. Special Report...op cit., pp. 8 to 12 for numerous views of faculty about their students and their teaching.

29. Jamestown Community College. Catalog 1984-86, p. 3.

30. State University of New York. the News, November-December, 1984.

31. Some examples are: "Making it Now: Introducing Poetry Through Writing Poetry" and "A Strategy for Mastery Learning in English Composition" in Insight, 1983-84; and "Cross-Disciplinary Writing" and "Innovations in Laboratory Training for MLT AAS Degree Students" in Insight, 1984-85.

32. Differences of opinion exist regarding the line separating policy from procedure. Some personnel experts believe that major policy development is a trustee matter, but the procedures to implement such policy belong to the realm of collective negotiations.

33. SUNY. Compilation...op cit., p. 177 shows, in summary, the major types of positions held by administrators in community colleges.

34. Ibid., p. 192.

35. Ibid., p. 193.

36. State of New York. Education Law, Section 6303.1.

37. Genesee Community College. Catalog 1984-86, p. 10.

38. While SUNY's 1976 Master Plan reported 31.7% of the enrollment in the interdisciplinary area and 37.4% of the degrees

awarded, 1978-79 data showed this to be 30.2% and 25.5% respectively.

39. State of New York. *Education Law*, Section 6303.1.b as amended by the Laws of 1957, Chapter 828.

40. *Ibid*., Section 6303.1.c and SUNY *Policy Manual* #116. See also footnote #46 below.

41. State aid for non-credit remedial courses and the provision of financial aid through federal programs, state EOP and now STAP has helped to expand remedial programs in the community colleges.

42. Westchester Community College has developed a "model" contract with its area BOCES.

43. State of New York. Laws of 1981, Chapter 113 and as extended in 1983 by Assembly Bill #5461.

44. State University of New York. Office for Community Colleges. "Contract Course Report 1983-84." January, 1985, p.1.

45. JTPA takes over where CETA left off. The law became effective as of October, 1983 and is designed to upgrade vocational and academic skills of under-prepared, under-employed and out-of-work citizens.

46. SUNY. *Policy Manual*, Nos. 116 and 144.

47. State of New York. *Education Law*, Sections 355.1.c and 354.1.

48. SUNY. *Policy Manual*, No. 117.

49. *Ibid*., Nos. 178 and 143.

50. State University of New York. "A Multiphase Rolling Plan" for the State University of New York, 1980; and Memorandum to the Presidents of the Community Colleges from Clifton R. Wharton, Jr., Chancellor, December 22, 1981.

51. Middle States Association of Colleges and Secondary Schools. Commission on Higher Education. *Institutional Self-Study Handbook*, 1971 and *Handbook for Institutional Self-Study*, 1977.

52. The Carnegie Commission on Higher Education. A Special Report. *The Open-Door Colleges* "Policies for Community Colleges," June 1970, p. 49.

53. Based on: SUNY. *Compilation..op cit*., p. 133.

54. Based on: SUNY. *Master Plan 1980*, p. 28.

55. Based on: SUNY. Compilation..op cit., pp. 133 and 147.

56. *Ibid*., p. 146.

57. *Ibid*., p. 170. The actual figures were: 5,338 students transferred into senior college programs, of whom 2,843 (53%) had associate degrees (1,648 being AA or AS degrees and 1,195 AAS) and 2,495 (46%) had no associate degree. Of course, other community college students (graduate and non-graduate) transferred to private colleges both in and out of state.

58. *Ibid*., p. 230.

SUNY COMMUNITY COLLEGE

TOPICAL PAPER NUMBER 4

"THE EVOLUTION OF THE STATE UNIVERSITY OF NEW YORK COMMUNITY COLLEGE FUNDING FORMULA"

Dr. Freda R. H. Martens

Office of Community Colleges
State University of New York
Albany, New York
December , 1985

BACKGROUND

SUNY Community College Topical Paper Number 4 focuses on "The Evolution of the State University of New York Community College Funding Formula. This paper is the fourth in a series of publications discussing topics of general interest to those seeking to learn more about the history, governance, operation and development of the State University of New York college system. As in previous topical papers, the reader will continue to find the footnotes of special interest.

Dr. Freda R. H. Martens, the retired Dean of Planning and Information Services at Dutchess Community College is the author of this paper. She was also the author of earlier Topical Papers on SUNY community colleges.

This office continues to be indebted to Dr. Martens for her work in developing this series of Topical Papers on SUNY community colleges. In addition, the Office of Community Colleges wishes to recognize the work of David Van Nortwick, Director of Administrative Services, who made a substantial contribution as editor of this paper.

Other topical papers published by this office are:

> "The Historical Development of the Community Colleges of the State University of New York"
>
> "Governance of the State University of New York Community Colleges"
>
> "Students, Faculty and Programs in State University of New York Community Colleges"

Stuart Steiner
Acting Deputy to the Chancellor
for Community Colleges

EVOLUTION OF THE COMMUNITY COLLEGE FUNDING FORMULA

Introduction

The State University of New York's community college state aid formula evolved over the last decade as a method of allocating state appropriations for the community colleges, within the limits determined by the annual budget process. The formula was developed to serve as a means of distributing state aid funds in an equitable manner as well as provide an incentive for good educational and fiscal management.

The formula for state aid for New York's community college operating costs was established in 1948, as one-third of operating costs, subject to such maximum limitations and regulations that the trustees of State University of New York might impose. This "one-third" approach was suggested by the Temporary Commission on the Need for a State University as the best way of sharing the operating costs of the new community colleges among students, the local sponsor and the State of New York.(1)

The strict "one-third" approach remained the basis of providing state financial assistance for community colleges until the 1970's, when a variety of bonuses and variables were introduced into the formula to encourage campuses to pursue certain desired educational and social goals.

New York's efforts to ensure the proper allocation and budgeting of state assistance, in an era of steeply increasing higher education costs, is traced in the following pages and is summarized in Chart #1.

Limitations on State Aid Begin and a Formula Approach Explored

The rapid rise of higher education costs in the late 1960's, coupled with enrollment increases, prompted the State Legislature and Governor to examine the State fiscal commitment to community colleges. Thus, New York's Education Law was amended in 1969 to require the State University Trustees to give prior approval to the budgeted operating (and capital) costs of community colleges because these costs were used in calculating the amount of state aid for community colleges. Furthermore, the legislature mandated that the State University, "with the approval of the Director of the Budget" prescribe maximum limitations and regulations for operating costs. It was suggested that student attendance or some other appropriate basis be used.(2) The first set of regulatory limitations developed in the summer of 1969, established a level of $490 per FTE student (based on aggregate enrollment) as the level above which community college budgets would be not be approved.(3)

A number of studies of the community colleges were also undertaken at this time. The firm of Peat, Marwick and Mitchell studied the future of New York's two-year colleges and recommended, in 1969, that a revised fiscal formula be established requiring a fixed contribution from the sponsor so as to leave the state's share of operating aid open ended.(4) This latter concept was, of course, in direct opposition to the law calling for specific maximum limitations and regulations.

Various approaches to state aid, such as "dollar-ceiling," "foundation aid," and "additional aid," were analyzed in A Report to the State University and the Division of the Budget.(5) This report said that the "dollar-ceiling" approach would do little to advance either educational goals or effective management. It would not offset the disturbing inequalities in local efforts that were then highly visible. On the other hand, the "foundation aid" approach would lead to standardization and an unwillingness to develop improved educational techniques. The report's author, Charles Ingler, suggested, therefore, that state aid consist of basic aid tied to one-third of the operating budget but utilizing a predetermined rate per FTE. He also recommended that additional aid be made available as a reward or incentive for such things as efficient institutional and educational management, maintenance of effort in fiscal support by the sponsor, high-cost technical instruction, and educational programs for the disadvantaged. It was on the basis of this report that new approaches to state aid for community colleges were explored.

The development of a new state aid formula coincided with passage of the Full Opportunity Law. This 1970 law provided for increased state funding to community colleges adopting: (1) policies to admit local high school graduates of the previous year and veterans to appropriate programs, with counseling and remediation work as needed; (2) a plan for such instruction; and (3) assurances that the necessary sponsor support would be made available. It was in anticipation of this new law that the Governor recommended state aid at two-fifths of community college operating costs, instead of one-third, and making existing State University regulations applicable to the 1970/71 operating budget requests of the community colleges.(6)

State University's Trustees acted quickly to accommodate the new law. They amended the existing Code (then providing a maximum state-aid limitation not in excess of $565 per FTE student) to provide up to $678 per FTE for those colleges with approved full opportunity plans.(7)

Formula State Aid is Introduced and Mandated

By January of 1971, all but four community colleges had approved plans for Full Opportunity Programs. This, and the fact that community colleges had experienced a 100 percent increase in operating costs in the past five year period, made the question of an adequate formula for state assistance a major priority. Both the

Governor and the State University Trustees agreed that the formula should be based upon Ingler's recommendations.(8)

This new formula approach to state aid was phased into established procedures. Aid for Full Opportunity Program colleges was set at the lesser of either: (1) 40 percent of net operating costs; or, (2) the sum of certain FTE calculated amounts. The FTE amounts were $621 per FTE student ($518 for non-full opportunity colleges), plus $35 per FTE if the college's student FTE/faculty FTE ratio was no less than 17 to 1, an additional $35 per FTE if instructional costs were at least 50 percent of all operating costs, and a further $35 per FTE if at least 50 percent of the full-time students were enrolled in technical or vocational programs. Ninety dollars for each full-time disadvantaged student was also available if such students were no less than 25 percent of all full-time day credit course students. A limitation of $985 per FTE at colleges with approved full opportunity plans was applied, but this "cap" was reduced depending on the number of factors in the formula met by the college. In fact, it was anticipated that community colleges would strive to meet at least one of their "missing" factors per year--thereby improving their overall operation.

It was this type of formula, with changes in basic FTE dollar amounts and variations in the factors used to calculate the aid due to each college, that was to become the backbone of the state's financial assistance to the community colleges for their operating support in the coming decade. Yet, the rapid growth of the community colleges soon made the initial formula less than adequate. Many colleges soon met the factors required for additional aid, but uneven levels of educational services continued to exist and costs to rise. These matters were widely discussed with various community college constituencies.(9)

It was the Governor who then proposed that the State's participation in the financial and administrative aspects of the locally-sponsored colleges ought to be increased, but he said he would wait for yet another report, this time from his own Task Force on Financing Higher Education.(10) It was this Task Force's work that resulted in the omnibus Chapter 708 of the Laws of 1973.

Chapter 708 of the Laws of 1973 contained many things but included was a reemphasis of the mandate for development by State University of maximum limitations and regulations for community college operating budgets, with the approval of the Director of the Budget. Mandated was the University's preparation by December 31, 1973 of a new formula for financing the operating costs of the community colleges. It was required that maximum limitations, regulations and incentives to achieve compliance with a code of standards and procedures be included. The new formula was to be ready for enactment into law in 1974. Required was the promulgation by State University of a code of standards and procedures for the administration and operation of community colleges by July 1, 1974. This code could include minimum standards for academic curricula and facilities, schedules and formats for budget preparation and submission, and a system of accounts.(11)

Chapter 708 of the Laws of 1973 also made additional state aid available to all community colleges over and above the existing formula. The aid was to be for expenses "incurred through the operation of high cost technology and science degree programs."(12) It was, in effect, program aid of a very broad type. A sum, not to exceed $150 for each full-time student enrolled in non-business oriented Associate of Science or Associate of Applied Science degree programs, was provided. (The earlier formula factor that 50 percent of the full-time students be in technical/vocational programs was dropped). This new supplemental aid was to be subject neither to the 40 percent state-aid limitation nor to any other state-aid "cap". It was to be available to full opportunity and non-full opportunity program colleges alike. Some community colleges have, therefore, received upon occasion more than 40 percent of their net operating budgets in state aid assistance.

The Governor approved the omnibus 1973 law, but he also directed that detailed program cost estimation and planning be undertaken in preparation for 1974.(13) A number of community colleges participated in a State University-wide program cost study based on a model developed by the National Center for Higher Education Management Systems (NCHEMS), but the session law proposed for 1974 was never introduced into the legislature.(14)

Some aspects of the proposed bill, however, were adopted in 1974. Formula ceilings were increased for the first time since their inception. The new programmatic aid for technical programs was changed from a "full-time" student basis to an FTE student basis, thereby including part-time and summer-session students in the computation of the amount of supplemental aid to be given each community college.

A bill similar to that developed for 1974 was prepared the following year, but it failed to clear the Governor's Office.(15) Although it proposed making differential program costs part of the new formula mandated by Chapter 708 of the Laws of 1973 and within the context of available resources, the Division of the Budget continued to oppose allocation of state aid along program lines.(16) This opposition was not shared by those who thought that the existing broad limitations on state assistance ignored the differential costs incurred in operating a variety of programs and in developing new ones.(17)

In effect then, the existing formula with either the 40 percent calculation or the FTE driven computation, whichever proved to be the lesser. remained the state's method of supporting its Full Opportunity Program community colleges, along with supplemental aid for technical programs.

Refinements are Made and Today's Formula Emerges

The formula approach to community college state aid continued to be modified in the 1970's. The basic FTE support factor was increased to $670 per FTE in 1974, and the student/faculty ratio raised to 18.5/1 by 1978. By 1977 almost all community colleges met the 50 percent of instruction cost factor. As this and other factors were achieved, they were dropped and new ones added. Forty percent of allowable rental costs for physical space was added in 1976 as a factor to be included in cost calculations.(18)

All community colleges had become full opportunity colleges by 1978, and this fact alone made it possible for further enrichment of the state aid formula to occur. Basic FTE state aid rose to $750 and then to $805. Aid for the disadvantaged increased to $180 and then to $193. The percentage of rental costs allowed in cost calculations was raised to 50 percent. Supplemental state aid for technical programs was changed to $180 per FTE and then to $178. Furthermore, new supplemental state aid was made available for business programs at approximately 42 percent of the technical aid amount.(19)

Modification of this kind continued as efforts were made to simplify the formula and to save the community colleges from anticipated financial losses due to declining enrollments. One such effort was a variation of an earlier attempt to divide FTE's into fully- funded and non-fully funded FTE's and with support for any "left-over" FTE's set at $100 each. An FTE calculation based on 20 percent, 30 percent and 50 percent of the three prior year FTE's was also tried.(20) This was followed with FTE counts based on either the prior year's actual enrollment or the three-year weighted average--whichever was better for the institution.

Furthermore, a new form of "program" aid was made available in 1981 for approved contract courses designed to help achieve special purposes of the State of New York. Community colleges conducting State University approved courses in occupational training or assistance to businesses, labor/management organizations or not-for-profit corporations for the creation, retention, and for the improvement of productivity could receive $930 per FTE. This was soon increased to $1070, and then to $1250, concurrent with the changes in approved levels for basic state aid.

Today's Funding Formula

The funding formula of today generates community college state aid based on three factors but with some "ifs" attached to at least two of them. Supplemental aid is also available, with some "if" aspects, as well as additional support to those colleges helping to achieve special purposes of the state. Details of this are set forth in the Code of Standards and Procedures for the Administration and Operation of the Community Colleges under the program of State University of New York and updated as needed by State University's Board of Trustees.(21)

Formula-based basic state aid remains limited at this time to not more than 40 percent of net operating costs. The three factors associated with this support are: (1) Either $1250 per FTE or $1285 per FTE if the sponsor's support (millage factor) is maintained at a level not less than the equivalent of 50 cents for $1,000 of total full valuation of taxable real property in the sponsorship area (i.e., $35 extra per FTE); (2) $212 per full-time disadvantaged student if the proportion of disadvantaged students from the sponsor's area meets or exceeds the percentage of disadvantaged in the sponsorship area; and (3) 50 percent of all allowable rental costs for physical space.

Supplemental state aid is still made available over and above the 40 percent maximum base-aid limitation. It is set at $195 per FTE in technical programs and $82 per FTE in business programs, provided that the college's tuition is equal to or greater than that of the prior year, and provided that current sponsor support (either in total or on the basis of FTE support for students coming from the sponsor's area) is not reduced from prior year levels.

Special program support for participating colleges is also available over and above the 40 percent limitation. Contract courses provide $1250 per FTE student ($1285 if the campus meets the "millage" criterion noted above). Structural unemployment vocational retraining provides support for programs designed to reduce unemployment. Youth internship support is used for the training and work experience of economically-disadvantaged youth.

State University's 1985/86 community college state-aid formula and supplemental-aid categories supply on the average for the thirty community colleges of SUNY 35.3 percent of the colleges net operating costs. Student revenues (i.e., tuition, which may not be more than one-third of net operating costs and currently set at a maximum of $1350) make up 30.6 percent of net operating costs. Sponsor support averages 34.1 percent.

The flexible formula approach to state aid outlined above and as evolved by the State University served the campuses well during times of increasing enrollments. There is a growing concern that the formula may not be adequate for many colleges during the period of projected decreasing enrollments during the next five to seven years. Therefore, it can be anticipated that changes will continue to be sought in the formula, if the future needs of the colleges are to be met.

FOOTNOTES

1. State of New York, The Report of the Temporary Commission on the Need for a State University, Legislative Document (1948) No. 30, p. 28.

   Although, the one-third approach remained essentially the method of determining state aid for many years, a "chargeback" system was developed in 1953 to provide county payments for student's crossing county lines to attend a community college. This resulted in widespread variations in the share of operating costs paid by sponsors. Community colleges with large out-of-county enrollments, in effect, shifted much of their sponsor's support to that of the county of origin of their students--thereby modifying considerably the original financing arrangements. The chargeback system started (according to Charles P. O'Brian, Broome County Attorney) with the promise that counties assuming support of the former state supported Institutes of Applied Science as community colleges, would be allowed to charge back tuition of non-local resident students to their home counties. (See letter in bill jacket of Chapter 769 of the Laws of 1955). Chargebacks introduced a new concept of support for higher education.

2. New York State, Chapter 174 of the Laws of 1964 and State University, Board of Trustees Resolution 69-239.

   The effective date of the 1969 law was originally set for July 1, 1970 but was changed to July 1, 1969 law was originally set for July 1, 1970 but was changed to July 1, 1969 by Chapter 340 of the Laws of 1969. Both laws were passed upon message of necessity from the Governor.

   At this time, Education Law, Section 6305 dealing with community college financing, had already been renumbered 6304 by Chapter 769 of the Laws of 1955. Chapter 49 was also amended in that same year, by Chapter 340, Section 15, to establish a fiscal year statutory limitation on state appropriated moneys for community college operational aid. It was feared that with the introduction of collective bargaining, unforeseen personnel increases would make state aid budgeting an impossibility, particularly in an era of steeply rising higher education costs.

   The State University Trustees considered the limitation developed with the Director of the Budget to be an interim one. Joint studies continued on the question of community college financing and a possible permanent limitation by formula. Even so the University trustees amended 603.4 (and 603.8) of their Code to "cap" approval of community colleges budgets at $490 per FTE for 1969/70, with further changes to be made in the future.

3. See State University of New York Board of Trustees Resolution 69-239 which added 603.4 and 604.8 to the Code. However, operating costs in excess of that approved, could be supplied by the sponsor.

4. Peat, Marwick, Mitchell and Co., The Future of the Public Two-Year Colleges in New York State, September, 1969. This was the so-called Nelson Report.

5. See: "Limitations and Regulations: State Aid to the Community Colleges of New York State; Part I: Operating Funds." A Report to the State University and the Division of the Budget, December, 1969.

6. State of New York, Chapter 811 of the Laws of 1970. This law followed the statement made in the Governor's 1970 Annual Message in which he recommended full opportunity at community colleges because education beyond high school--technical or academic--was becoming a requirement for entry to modern life.

   The new law followed the 1970/71 Executive Budget recommendation that set forth the nature of the full opportunity program being proposed and called for more control over costs. This budget clearly stated that regulations required of the State University Trustees in 1969 were under study and would apply to community college budgets of 1970/71.

   The new law amended Education Law, Section 6304 (1)(a). It continued the 1969 mandate to State University to adopt maximum limitations and regulations with the approval of the Division of the Budget.

7. State University of New York Board of Trustees Resolution 70-144 and 70-145.

   These resolutions established criteria for approving full opportunity plans (i.e., a new Code, Section 603.5 and an amended section 603.4). Further regulations were to be promulgated July 1, 1971. (Changes in outside gross square footage cost calculations were also made but did not apply to Nassau County or to New York City).

8. State University of New York Board of Trustees Resolution 71-25. Code 603.4 was restated and maximum state aid limits set forth. At this time, July 27, 1971, State University considered these new maximum limitations on operating costs, based on widely discussed proposals, to be permanent regulations.

   The Governor's 1971/72 Executive Budget cited these new regulations. He referred to the "Ingler Report" as the work of a consultant, commissioned by State University and the Division of the Budget in late 1969, to develop methods whereby costs could be controlled while programs of the colleges were improved.

9. A series of drafts of A Preliminary Report for Discussion Among the Constituencies of the Community Colleges were prepared by a Task Force on Problems in the Community Colleges and circulated, beginning in November 1972. This Task Force consisted of eight community college presidents and two trustees from the community colleges. It included resource persons from State University's central office. The preliminary reports, based on State University master plans were an excellent analysis of problems but as far as it can be ascertained no final report was issued.

10. The Task Force on Financing Higher Education was established October 7, 1972 by Governor Rockefeller to undertake a "comprehensive evaluation of the present laws and methods of financing higher education, both public and private" in New York State; to "develop a program to strengthen both public and private higher education in the State by proposing better methods of financing and helping to improve the quality of the State's system of higher education" and; to make recommendations for the 1973 legislative session. Francis Keppel chaired the Task Force. Its report, Higher Education in New York State, was transmitted to the Governor March 5, 1973.

    Furthermore, one month later, the Legislative Commission on Expenditure Review issued its "Evaluation of Two-Year College Trends" and noted that increased state support for community colleges would require more careful state supervision and coordination.

11. Chapter 708 of the Laws of 1973 added a new section 6304.1 (b) and renumbered the former (b) and (c) paragraphs. It was approved by the Governor June 11, 1973.

12. Paragraph 14 of the 1973 law (Chapter 708) contained a series of higher education appropriations effective as of July 1, 1973. Included with these appropriations was the new community college aid "to supplement the appropriations made under Chapter 53 of the Laws of 1973."

13. Governor's memorandum, "State Aid - Higher Education - Non-Public Institutions - Appropriations," June 11, 1973. The Governor pointed out that the Task Force on Higher Education had recommended that detailed "cost estimation and planning be undertaken" in 1973. Neither the Keppel's report nor the Governor specified "program costing." Keppel's report urged the preparation of cost projections for future years for planning purposes and the carrying out of the Report's recommendations.

    The resulting cost studies were viewed as leading to enriched and modified formula limitations for a more equitable distribution of state aid.

14. Memorandum to Presidents, Community Colleges from Hendrik N. Dullea, "Proposed Community College Legislation" (with proposed bill and other attachments), January 23, 1974.

This bill was basically the regulations of the then existing Code 603.4 (but the maximum limitation statements were eliminated.)

15. Memorandum to Board of Trustees from Ernest L. Boyer, Chancellor, "Legislative Proposal No. 2 (Formula for Operating Support of Community Colleges)," January 22, 1975. The 1975 bill was similar to that proposed in 1974 but was believed to be in accord with the Legislature's 1973 mandate. (See footnote #16). It restated the proposal that with the 1976/77 college fiscal year, state aid for the operating costs of community colleges be based on program costs. This was described by State University's counsel as a new formula for financing the operating costs of the community colleges at a time when community college growth was dramatic, when all but three such colleges were full opportunity colleges, and when the community college mission had become increasingly comprehensive.

16. This was also in compliance with Education Law 6304.1 to which a new section (b) had been added in 1973 renumbering the other paragraphs of this subdivision (see footnote #11). This law mandated State University to prescribe operating cost maximum limitations and regulations. It mandated that a new formula be developed for 1973 which could also include maximum limitations, regulations and incentives for compliance with a mandatory promulgation of a code of standards and procedures for the administration and operation of the community colleges.

17. The Budget Division's record opposing program funding is mentioned in the so-called Wales Committee report, where the history of efforts to reach a new funding arrangement is outlined. See: State University of New York, Final Report, State University Trustees Committee on Special Problems of the Community Colleges, February, 1976.

The exact nature of the mandates imposed by New York's Legislature had created some confusion. Thus in the Executive Budget 1976-1977's Message of the Governor Appendix II "Financial Terminology", p. A46, the Governor said that an appropriation usually represented maximum spending authority. "However, when formula-based local assistance would exceed the available appropriation, in the absence of statutory provision limiting such aid to the amount appropriated, the formula may control and may, in fact, imbalance the Budget."

It was clear that a possible imbalancing of the Budget alarmed the Division of the Budget--especially at a time when collective bargaining was expanding in the State and it was realized that instructional program costs were closely related to professional salaries.

"Not more than 40%" has remained the "cap" for the community colleges' funding formula.

18. Fifty percent of allowable rental costs was permitted two years later.

19. An excellent table summarizing the operating aid formula from 1950 to 1984/85 is in: Compilation of Statistical Data Concerning the Community Colleges of the State University of New York 1983-84, p. 29.

20. Chapter 53 of the Laws of 1981 and 1982 (i.e., Local Assistance Budgets).

21. Chapter 762 of the Laws of 1984 require that joint regulations for operating cost limitations be prescribed by both City University and State University trustees with the approval of the Director of the Budget.

SUMMARY OF OPERATING AID FORMULA
1950 THROUGH 1986-87 SUNY REQUEST

	1950-70	1970-71	1971-72 (4)	1972-73 (4)	1973-74 (4)	1974-75	1975-76	1976-77 (11)	1977-78 (9)	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84	1984-85	1985-86	SUNY BOT REQUEST 1986-87
FORMULA PROVISIONS																		
BASIC AID EQUALS:	33.3% NOC	40% NOC (1)(2)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
OR IT EQUALS THE LESSER OF PERCENT NOC	N/A	N/A	40%	40%	40%	40%	40%	40%	40%	40%	40%	40%	40%	40%	40%	40%	40%	40%
OR																		
THE SUM OF THE FOLLOWING $'S FTE	N/A	N/A	$621	$621	$621	$670	$670	$670	$670 (6)	$750 (6)	$805 (6)	$805 (6)	$930 (7)	$950 (7)	$970 (8)	$1070 (8)	$1250 (8)	$1450 (8)
PLUS																		
$'S FTE IF STUDENT FACULTY	N/A	N/A	$35	$35	$35	$35	$35	$35	$35 (6)	$35 (6)	$35 (6)	$35 (6)	N/A	N/A	N/A	N/A	N/A	N/A
RATIO IS NO LESS THAN ___/1	N/A	N/A	17	17	17	17	17.5	18	18.5	18.5	18.5	18.5	N/A	N/A	N/A	N/A	N/A	N/A
PLUS																		
$'S FTE IF 50 PERCENT COSTS ARE IN INSTRUCTION	N/A	N/A	$35	$35	$35	$35	$35	$35	$35 (6)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
PLUS																		
$'S FTE IF 50 PERCENT STUDENTS ARE ENROLLED IN TECHNICAL OR VOCATIONAL PROGRAMS (AAS OR AS DEGREE)	N/A	N/A	$35	$35	$35	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
PLUS																		
$'S FTE IF SPONSOR CONTRIBUTION IS NO LESS THAN 1/2 MILL FULL VALUATION OF TAXABLE REAL PROPERTY IN THE SPONSORSHIP AREA	N/A	N/A	$35	$35	$35	$35	$35	$35	$35 (6)	$35 (6)	$35 (6)	$35 (6)	$35 (7)	$35 (7)	$35 (8)	$35 (8)	$35 (8)	$35 (8)
PLUS																		
$'S FULL TIME DISADVANTAGED STUDENT (12)	N/A	N/A	$90	$90	$90	$90	$180	$180	$180	$180	$193	$193	$193	$212	$212	$212	$212	$318
PLUS																		
PERCENT OF ALLOWABLE RENTAL COSTS FOR PHYSICAL SPACE	N/A	N/A	N/A	N/A	N/A	N/A	N/A	40%	40%	50%	50%	50%	50%	50%	50%	50%	50%	50%
SUPPLEMENTAL AID EQUALS (3)																		
$'S FTE STUDENT ENROLLED IN A TECHNICAL PROGRAM (13)	N/A	N/A	N/A	N/A	$150 (5)	$150 (5)	$150	$150	$150	$180	$178	$178	$178	$195	$195	$195	$195	$295
PLUS																		
$ FTE STUDENT ENROLLED IN A BUSINESS PROGRAM	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	$75	$75	$75	$75	$82	$82	$82	$82	$82
CONTRACT COURSE AID EQUALS (14)																		
$'S FTE STUDENT	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	$930/965	$950/985	$970/1005	$1070/1105	$1250/1285	$1450/1485
ENROLLMENTS																		
BUDGETED	N/A	81,015.0	88,634.6	94,138.2	93,601.4	97,609.9	106,834.9	117,541.2	115,340.4	113,827.1	113,089.1	118,955.6	126,625.3	130,894.6	132,388.5	130,398.7	125,344.2	123,752.0
ACTUAL (15)	N/A	80,631.1	87,581.3	91,832.1	95,688.2	104,607.3	116,867.3	113,429.4	113,625.0	114,307.0	118,744.5	126,317.3	130,475.9	132,425.0	132,823.9	127,510.6	N/A	N/A
ASSIGNED	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	116,800.0	117,600.0	116,667.0	116,667.0	N/A	N/A	N/A	N/A	N/A	N/A
CALCULATED	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	121,773.0	126,877.0	N/A	N/A	N/A	N/A
CALCULATED / PRIOR YEAR	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	132,388.0	133,438.7	130,606.1	127,753.0

N/A = NOT APPLICABLE
FTE = FULL TIME EQUIVALENT

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Autonomy and Accountability:
New Institution-Government Relationships

Neal V. Robbins

Congratulations should be extended to the Educational Institutions of the Czech Republic on their progress towards institutional autonomy, for such autonomy is a natural corollary of the academic freedom and flexibility in higher education necessary for effectively developing educated citizens of a democracy and supporting economic progress in a society. Colleges and universities require academic freedom to carry out their mission of teaching the citizens, providing public services and conducting basic and applied research.

The State University of New York, where I have served for the past several decades, has worked for the development and protection of appropriate institutional autonomy since its founding as a system in 1948. As a state-funded system, our need and desire for autonomy is always balanced by the need for resource support, which in turn is determined at least in part by our accountability to the public and State government. Autonomy may be defined as the presence in a college of adequate freedom from external control to provide for academic freedom and operational flexibility. We can define accountability as the assurance to those who provide our financial support that we are carrying out our assigned mission with quality, effectively and efficiently. (Some would say that we do this because of the "Golden Rule"--interpreted to mean "He who has the gold--RULES.")

SUNY

As a prelude to discussing the issues of autonomy and accountability, let me first give you a brief description of the State University of New York, where I shall find my examples.

The State University of New York is in its 46th year and its history reveals the development of a unique institution. It was created in March of 1948 and this creation came out of the needs and frustrations of those who were denied access to other avenues of higher education.

The State University trustees, who are SUNY's Governing Board appointed by the Governor and the Legislature, chose very early on to view the State as their campus and not to establish one gigantic central university, but instead to insure wide access through decentralization. They built upon the State's higher education tradition and the diversity of public colleges to fashion a broad-based university system.

While technically SUNY is the youngest state university in the U.S., it is clearly a major system, indeed the largest single system, and includes a greater variety of institutions that any other system in the United States. At its founding, the University comprised 32 colleges which had acted independently of each other, but whose history dated as far back as 1817. They included 11 colleges of teacher education, 5 institutes of applied arts and sciences, 6 agricultural and technical colleges and 5 statutory colleges.

At the present time, the State University has 4 university centers at Albany, Binghamton, Buffalo and Stony Brook; 12 university colleges, four-year arts and science colleges; 2 independent health science centers (there are 2 additional health science centers at Buffalo and at Stony Brook); 8 colleges and institutes of technology, 7 specialized colleges (4 of which are located at Cornell University), and 30 community colleges.

In the fall of 1991 the system enrolled just over 400,000 credit students, almost equally divided between the state-operated campuses and the community colleges. I should point out here that there is another public university system in the State of New York, the City University of New York, which enrolls about 200,000 credit students, and an additional system of independent colleges and universities which enroll another 400,000 students.

SUNY's academic and physical growth was unprecedented during the 1960's. The teachers' colleges became strong liberal arts instititutions. The university centers were established, an entirely new health science center was founded and the framework for today's 30 locally-sponsored community colleges was set into place; many of these colleges were founded during the 60's. The University updated its curricula, recruited fine faculty and moved into such social endeavors as programs for minority groups and studies in the environment and urban renewal. The University clearly became an engine of economic development for the State of New York.

The time of unprecedented growth was slowed by the State's fiscal crisis of the mid-70's and the University entered a period of retrenchment and realignment with lessened support. However, enrollment continued to grow, although much more slowly. During the 1980's an outstanding event took place: the Independent Commission on the Future of the State University. A Blue-Ribbon Commission appointed by the State University Trustees strongly recommended improvements in research and graduate education, and urged the lifting of State management constraints on the conduct of SUNY's day-to-day operations. The resulting Graduate and Research Initiative has stimulated increased sponsored research that brings discoveries and better methods to New York State. As importantly, flexibility legislation passed by the State Legislature in 1985 enables SUNY to use its resources more efficiently to make important decisions in a more progressive management climate.

Now in the 1990's, the University approaches a new century as expressed in the planning document "SUNY 2000: A Vision for the New Century". The turn of the century is a time to take stock of past performance, assess potential and identify future prospects. In the tradition of the great universities in history, The State University of New York prepares for the future by preserving and renewing what has been learned in the past. And SUNY has a special mission to the people of New York to develop the basic research and knowledge on which the State economy depends and to offer every New Yorker access to the finest possible education.

A recent report on the State University summarized it this way: "In less than half of century of existence, the State University of New York has conferred more than 1.4 million degrees. The University stands today as a maturing, integrated, unified system of 64 campuses, enrolling more than 400,000 students, never static, constantly changing in response to State and student needs."

The University is governed and administered in addition to local campus administrations by a 15-member Board of Trustees appointed by the Governor, whose policies are implemented by the Chancellor and the staff of the Central Administration. These Trustees are leading citizen volunteers who supervise the quality of the University and set policy for it within the laws of New York State. The Central Administration of the State University, consisting of a staff of several hundred managers of fiscal affairs and budgeting, academic affairs, capital facilities, student affairs, media relations and development, legal affairs and governmental relations, assist by carrying out the Trustees' policies.

Let me hasten to assure you that acquiring and maintaining autonomy has been a continuing struggle for the State University of New York (SUNY). Let me cite some examples from our history, some minor and some not so:

1. A State Education Department which deregistered several

doctoral programs at a University Center, and won legal support in doing so.

2. A State Budget director who "froze" certain expenditures (faculty travel, equipment purchases) in an approved budget, and kept those expenditures from every being made.
3. A State Comptroller who withheld approval to contract for essential supplies, equipment, or services until detailed justifications were presented.
4. A State Legislature which supplied budgets for a language program (Italian) after a college dropped it due to excessive cost and lack of need.
5. A county government which withheld library support funds in the attempt to control the book selection policies in a Community College library.

Many more examples could be cited, but these are perhaps sufficient to illustrate the saying that "the price of liberty is eternal vigilance."

How, then, do we convince our public and its elected representatives to give us adequate support but to also give us necessary autonomy? The State tax support plus student tuition and other income for all of SUNY for 91-92 was approximately four billion dollars. With this substantial funding and impressive size have come persistent public policy questions: What is the quality of the higher education enterprise? What is SUNY expected to deliver, and for whom? What is the State's role in assuring quality?

The Education Commission of the States and Accountability

In New York State, SUNY is suffering from reductions in resources and increased pressure from the Legislature and State officials to provide "more with less". Along with less, however, seems to come greater concern of public officials and the public with the effectiveness and efficiency of higher education. This is not entirely new, however. On the national scene, a national task force was commissioned over 10 years ago by the Educational Commission of the States and headed by the Governor of New Jersey, which spoke to the increased concern for accountability in higher education. "These circumstances (reduced resources) have led to increased concern for accountability in higher education. Are our colleges doing a good job? Are they using tax money and student tuition efficiently? What are the special strengths for each institution? Does higher education have the right programs to meet the needs of students and employers? Are education standards being upheld? In order to ensure these things, there has been an increase in regulation on the part of federal and state governments." This regulation can of course be a threat to autonomy unless the needs of people for information are met, and confidence retained. The task force defined state accountability as a "a concept and process that involves setting goals for higher education, measuring progress in relation to those goals and reporting to the people through responsible state authorities the degree of attainment of educational objectives."

There has been a great deal of agreement in the fiscal audit area as to the need for accountability, i.e., the correct spending of direct state resources for the purposes for which they were intended. Other programs which the task force recorded for accountability included the following:

1. Sunset legislation requiring a periodic evaluation of colleges and universities in a decision on whether or not a program should be continued or terminated. This has not been a popular application of the accountability concept, particularly in terms of the universities and colleges, although programs within colleges have been subjected to self-examination. One college within the State University of New York examines its programs every five years and if 95% of the graduates are not employed in the area in which they were trained, the program is reevaluated and considered for discontinuance.
2. Performance audits of public agencies have been conducted in many of the states and have been performed in New York. For example, in New York, a Legislative Commission for Expenditure Review has evaluated many programs, most recently one for educational opportunity students, under-prepared students given special help to succeed in college, and reports have been made to the legislature and the public on the amount of success these programs have had. However, we should be aware that unless a program audit is based upon an agreed upon accountability objectives and procedures and is carried out by knowledgeable persons, it is not an effective procedure.

3. Evaluation as part of the budget cycle. Zero-based budgeting and other planning, program and budgeting evaluation systems, provide for an evaluation for the basis of budget recommendations for the subsequent cycle of appropriations. This system produces requests in new form but they are usually evaluated through a traditional budget negotiation. In other words, if the funds are not available, the evaluation is not considered.

4. State Agency review of new and existing academic programs. More than 3/4 of the states have a state agency that is responsible for reviewing and approving new academic programs, and about a dozen states have procedures for reviewing existing programs. Most states license degree-granting institutions. In New York State, the Board of Regents, a constitutionally recognized body, has an extensive review process through their State Education Department, and re-registers every academic program in every college on a 10-year evaluative cycle. Additionally, each SUNY campus, under the coordination and leadership of the Central Administration, reviews and evaluates programs in a five-year cycle.

5. Reliance on voluntary accreditation for quality evaluation. Institutions have used institutional and professional program accreditation as a safe and effective policing process for many years. Because of

the possible implications for higher education this is a process that should be reviewed with much consideration. The voluntary procedure is an important way U.S. colleges meet accountability needs-so important that another speaker will concentrate on the topic entirely.

6. The Governing Board. An important agency in insuring both autonomy and accountability is the "independent" Governing Board. Responsibility for the overall control and policy of SUNY, for instance, is a governing board, the State University of New York Board of Trustees. This is a group of sixteen citizens appointed for seven year terms by the Governor, and ratified by the State Senate (Specifically, fifteen by the Governor and one elected by students). The SUNY Trustees, in common with the governing boards of other colleges and universities in the United States, are expected to serve the public interest by accepting legal responsibilities for assuring that the institution does what it is intended to do, that it carries out the mission and goals for which it was founded, and assures, to the best of its ability, institution quality and success. To these ends, it appoints a chief executive officer for the system (the Chancellor) and the heads of each component University and College (the Presidents). The Board, often operating through committees, reviews policies,

prepares budgets, reviews programs, and assesses the effectiveness of the institutions. The Board reviews and approves one- and five-year plans and approves reports to the State government and to the public.

As the "Characteristics of Excellence" point out: "In the hands and authority of the board are not only the approval and publication of the mission and goals but also the general plan and structure of the institution and provision of the support necessary for its facilities and personnel. The extent to which a board is aware of and accepts its responsibilities, and its effectiveness in performing its functions, is critically important to an institution's very existence."

Institutional Research, Public Information and the Media

Another other method of being accountable to the public and the government representing it is through the collecting and dissemination of information about the college or the system and its achievements. Each SUNY college and the Central Administration has an office of Institutional Research, which collects, analyzes and disseminates information about the college. Such topics as "Placement Studies of Graduates," "Program cost analysis", "Retention, transfer and Graduation Rates", and "Faculty Load Studies" are all intended both to provide information to administration and faculty on areas for improvement, but also serve as the material for Public Information Officers to prepare and distribute "new releases" on accomplishments of the institution. Many such reports are required by the State Education Department, as part of their oversight responsibilities. SUNY, as are all colleges, is also subject to constant scrutiny of the press. Two years ago Newsday, a newspaper with a large circulation in New York state, did a six-part series of articles on SUNY--and they assigned three reporters for over a year and spent over $500,000 on the project. (Sometimes we get more accountability than we want!)

In summary, the SUNY experience has been that accountability in all its forms--including but not limited to supervision by independent Boards, review by state agencies and legislative committees, accreditation and public reporting--is all necessary to acquire both the financial resources necessary and the freedom and flexibility to operate efficiently. The price for autonomy is accountability.

Community Colleges Funding History 1948–49 to 1995–96

Prepared for Professor Neal Robbins

University Center
Albany

October 30, 1995

Education Law – Title 7 – Article 126

Authorized – Partnership Shares

▸ 1948–49 through 1969–70 (22 Years)

All Community Colleges

State	33.3%	
Students	33.3%	(or less)
Local	33.3%	(or more)

▸ 1970–71

All Full Opportunity Program Colleges

State	40.0%	
Students	33.3%	(or less)
Local	26.7%	(or more)

3x fr cnty Stt

SPONSOR CONTRIBUTION CHARGEBACK

▸ 1971–72 through 1995–96 (25 Years)

Intiler FORMULA

All Full Opportunity Program Colleges

State	40.0%	(or less)[1]
Students[2]	33.3%	(more or less)
Local	26.7%	(more or less)

[1] State aid may exceed 40% by the amount of Supplemental Aid (supplemental aid deleted in 1995–96)

[2] Special exceptions apply for years beginning with the 1976–77 College Fiscal year

Full Oportunity Program

- Admit every sponsor resident:
  - Recent high school graduate
  - Returing veteran
- Opportunities to Explore Different Career Goals
- Basic educational skills as needed
- Continuity of counseling
- Individualization of instruction
- "Nontraditional" learning resources

Current Funding Provisions 1995–96

▸ Operating Aid Formula

▸ Basic Aid

___40% Net Operating Costs (Maximum)

___Basic Aid ($1,800 X's Funded FTE Enrollment)

CREDIT

NON-CREDIT REMEDIAL

___Rental (50% Allowable Costs)

▸ Categorical Aid

___Child Care ($1.065 Million)

Past Funding Provisions (Prior to 1995–96)

▸ Operating Aid Formula Provisions

____ Business Program ($82 X's Program FTE Enrollment)
____ Technical Program ($195 X's Program FTE Enrollment) over / 40.
____ Non–Credit Community Service FTE's
____ Non–Credit Vocational Education FTE's
____ Student Faculty Ratio (If 18.5/1 $35 X's FTE) 10 yrs
____ 50% Costs in Instruction ($35 X's FTE) 12
____ 50% of Students in "AAS" or "AS" Degree Programs ($35 X's FTE) 71–72
____ Millage ($35 X's Funded FTE Enrollment) 23
____ Disadvantaged ($212 X's Full–time Headcount Only)

▸ Categorical Aid

____ Contract Courses
____ Core Operations/Critical Needs
____ Economic Development/Priority Needs
____ Part–Time Student Needs
____ Instructional Equipment
____ Structural Unemployment Vocational Retraining Programs
____ Youth Internship Program

Funding Patterns

1975–76
Actual

Totals	100.0%	$1,891	/FTE
State	40.2%	759	/FTE
Students	30.7%	580	/FTE
Local	29.1%	552	/FTE

↓

1980–81
Actual

Totals	100.0%	$2,555	/FTE
State	34.8%	890	/FTE
Students	32.1%	820	/FTE
Local	33.1%	845	/FTE

↓

1985–86
Actual

Totals	100.0%	$3,970	/FTE
State	36.6%	1,453	/FTE
Students	30.5%	1,211	/FTE
Local	32.9%	1,306	/FTE

↓

1990–91
Actual

Totals	100.0%	$4,863	/FTE
State	37.2%	1,809	/FTE
Students	29.5%	1,432	/FTE
Local	33.3%	1,622	/FTE

↓

1995–96
Budgeted

Totals	100.0%	$6,025	/FTE
State	30.7%	1,852	/FTE
Students	37.9%	2,283	/FTE
Local	31.4%	1,890	/FTE

State University of New York
Maximum New York State Resident Tuition Rates

Year	State Operated Rate		Community Colleges	
	Undergraduate	Graduate	Maximum Rate	Maximum Tuition Allowed (Percent of Net Costs)
1963–64	$400	$400	$400	One Third
1964–65	400	400	400	One Third
1965–66	400	400	400	One Third
1966–67	400	400	400	One Third
1967–68	400	400	400	One Third
1968–69	400	400	400	One Third
1969–70	400	400	400	One Third
1970–71	400	400	400	One Third
1971–72	550	550	550	One Third
1972–73	650	800	650	One Third
1973–74	650	800	650	One Third
1974–75	650	800	650	One Third
1975–76	650	800	650	One Third
1976–77	750	900	750	One Third
1977–78	750	900	750	One Third
1978–79	750	900	750	One Third
1979–80	900	900	900	One Third
1980–81	900	900	900	One Third
1981–82	1,050	1,050	1,050	One Third
1982–83	1,050	1,050	1,050	One Third
1983–84	1,350	2,150	1,350	1/3 of Net Costs + $100/FTE Student
1984–85	1,350	2,150	1,350	1/3 of Net Costs + $100/FTE Student
1985–86	1,350	2,150	1,350	1/3 of Net Costs + $100/FTE Student
1986–87	1,350	2,150	1,350	1/3 of Net Costs + $100/FTE Student
1987–88	1,350	2,150	1,350	1/3 of Net Costs + $100/FTE Student
1988–89	1,350	2,150	1,350	One Third
1989–90	1,350	2,150	1,350	One Third
1990 Fall	1,350	2,150	1,350	One Third
1991 Spring	1,650	2,450	1,650	One Third
1991–92	2,150	3,200	1,750	1/3 of Net Costs + $100/FTE Student
1992–93	2,650	4,000	2,100	May exceed 1/3 Net costs
1993–94	2,650	4,000	2,100	May exceed 1/3 Net costs
1994–95	2,650	4,000	2,100	May exceed 1/3 Net costs
1995–96	3,200/3,400	5,100	2,500	May exceed 1/3 Net costs

State University of New York
Community Colleges

College	Established	Joined SUNY	College Location	Sponsor(s) County	Sponsor(s) Name
Adirondack	1960	1960	Warren	Warren,Washington	Boards of Supervisors of Warren & Washington Counties
Broome	1946	1948	Broome	Broome	Broome County Legislature
Cayuga County	1953	1953	Cayuga	Cayuga	Cayuga County Legislature
Clinton	1966	1966	Clinton	Clinton	Clinton County Legislature
Columbia-Greene	1966	1966	Columbia	Columbia, Greene	Board of Supervisors of Columbia County and the Greene County Legislature
Corning	1956	1956	Steuben	Chemung, Schuyler, Steuben	Corning Community College Regional Board of Trustees
Dutchess	1957	1957	Dutchess	Dutchess	Board of Representatives of Dutchess County
Erie	1946	1948	Erie	Erie	Erie County Legislature
Fashion Institute	1944	1951	New York	Brx,Kg,NY,Qns,Rmd	Board of Education of the City of New York
Finger Lakes	1965	1965	Ontario	Ontario	Ontario County Board of Supervisors
Fulton-Montgomery	1963	1963	Fulton	Fulton,Montgomery	Boards of Supervisors of Fulton & Montgomery Counties
Genesee	1966	1966	Genesee	Genesee	Genesee County Legislature
Herkimer County	1966	1966	Herkimer	Herkimer	Herkimer County Legislature
Hudson Valley	1945	1953	Rensselaer	Rensselaer	Legislature of the County of Rensselaer
Jamestown	1950	1950	Chautauqua	City Of Jamestown	City Council of the City of Jamestown
Jefferson	1961	1961	Jefferson	Jefferson	Board of Supervisors of the County of Jefferson
Mohawk Valley	1946	1948	Oneida	Oneida	Oneida County Board of Legislators
Monroe	1961	1961	Monroe	Monroe	Monroe County Legislature
Nassau	1959	1959	Nassau	Nassau	Nassau County Board of Supervisors
Niagara County	1962	1962	Niagara	Niagara	Niagara County Legislature
North Country	1967	1967	Essex	Essex, Franklin	Board of Supervisors of Essex County and the Franklin County Legislature
Onondaga	1961	1961	Onondaga	Onondaga	Onondaga County Legislature
Orange County	1950	1950	Orange	Orange	Orange County Legislature
Rockland	1959	1959	Rockland	Rockland	Legislature of Rockland County
Schenectady County	1967	1967	Schenectady	Schenectady	Board of Representatives of Schenectady County
Suffolk County	1959	1959	Suffolk	Suffolk	Suffolk County Legislature
Sullivan County	1962	1962	Sullivan	Sullivan	Board of Supervisors of Sullivan County
Tompkins-Cortland	1967	1967	Tompkins	Tompkins,Cortland	Board of Representatives of Tompkins County; Board of Supervisors of Cortland County
Ulster County	1961	1961	Ulster	Ulster	Ulster County Legislature
Westchester	1946	1948	Westchester	Westchester	Westchester Board of Legislators

FUNDING SUNY'S COMMUNITY COLLEGES

Neal V. Robbins

Professor, Educational Administration and Policy Studies

The thirty Community Colleges which are a part of the State University of New York were established in 1948 under the Education Law, NYCRR Title 8. They are governed by the regulations of the SUNY Trustees, but have their own Board of Trustees under the law and a legal relationship with their local sponsor, usually a county or several counties.

The law and the regulations provide for the funding of these colleges from several sources. The most important of these are: the annual State budget, support from the local sponsor, and tuition paid by students. All of these sources have existed since the founding of the community colleges in 1948, but have varied each year as the result of actions each year.

Local Trustees must first pass a budget which must then be supported in full or part by local sponsors. This budget also contains a proposed tuition, which must be reviewed and approved by the SUNY Trustees. Then the SUNY Trustees recommend a budget to the Governor, who in turn recommends his version to the Legislature. The Legislature considers the Governor's proposal for community college aid and then passes a version after listening to constituent groups. As a result of this process, which is of course much more convoluted than this brief description admits, each college finally has an approved budget which has been approved by Local College Trustees, Local Sponsor(s), and the State - SUNY Trustees, Legislature and Governor.

Under the original law, passed in 1948, all community colleges were on a very simple formula. The state paid one-third of allowable costs, the students paid up to one-third, and the local sponsor (a county, several counties, a city school district, a Board of Education, or a city) paid one-third or more. The students could pay less than one-third if the sponsor wished to pay a larger amount to preserve a lower tuition rate. The system continued for some 22 years until 1969-70. Of course, there was another small portion of the budget comprised of sponsored and self sustaining program funds, federal sources, and fees and miscellaneous income.

This does not mean that all college budgets were the same. In 1969, for instance, College A could have become a higher cost institution with the support of the local sponsor, who had to approve each budget. Thus, the sponsor might have contributed (for example) $800 per full time equated student (FTE) while the student put in $400, the maximum allowed that year by regulation of the SUNY Trustees. The contribution of New York State would then be $600, with a total cost of $1800 per FTE. (An FTE is defined as a hypothetical student taking 30 credit hours in a year. It could be one student taking 30 credit hours or several students taking a total of 30 credit hours. Total FTE students are computed by dividing the total credit hours and credit hour equivalent by 30.)

College B, on the other hand, might have a sponsor who wished to support a more frugal college effort. If they contributed 400 dollars per FTE, the Student would pay 400 and the total cost per FTE would be $1200.

The year of 1970-71 was a watershed year. The State, thru legislation and action of the SUNY Trustees, had encouraged every community college to become a "Full Opportunity College" by offering to provide state aid up to 40% rather than up to 1/3 of net operating costs for those adopting an FOP program. As one of the attached charts show, the SUNY Trustees had defined a full opportunity college as one which admitted every sponsor resident who was a returning veteran or a recent high school graduate. This was the SUNY response to the "open door" program popular in community colleges across the nation in the 1960's. Additionally, full opportunity colleges in New York were expected to offer student assistance in acquiring basic education skills as needed, a "continuity of counseling", as well as special learning resources and an individualization of instruction. Admittedly the meaning of these terms lacked clear definition, but the colleges were constrained to file an annual report detailing progress in meeting the objectives.

In 1970 many of the colleges had refrained from becoming Full-Opportunity Colleges, partly because of the concerns for increased costs on the part of the local Trustees and Sponsors. Therefore, the legislature included in the annual budget a proposal that all community colleges that became full opportunity colleges would get up to 40% state aid, while the students would pay 33.3% (or less) and the sponsor would pay 26.7% (or more). In addition to the stated progressive goals of providing more opportunity to citizens, there was possibly also the "cooling out" goal--that if increasing the enrollment of under prepared students at community colleges to stifle complaints about access at the four-year senior colleges of the State. The colleges, in turn, quickly adopted full opportunity programs in response to the potential reward.

The State leadership learned, however, that the Full Opportunity program could put a severe strain on the state budget-and the amount of this strain could not be predicted in advance. The rather convoluted changes made annually in the formula over the next 25 years--to this present writing--have been attempts to respond to the needs of the community colleges and the demands of their students and to respond to the fluctuating ability of the state to support the full needs of the colleges and the demands of local sponsors of the State to ease off "mandated" expenses on them. These changes are recorded in the reports that follow, compiled by Mr. George Anker, Financial Analyst in the SUNY Central Administration.

Following this brief introduction are a series of documents which illustrate how these changing formulas have worked, and their impact on the 30 Community Colleges.

The College Board Review
No. 105 Fall 1977

"We Must Think First of the Individual Student..."

by Cornelius V. Robbins

"Especially at community colleges, there is little theoretical conflict between general education and vocational preparation. Graduates of both approaches are highly valued. The two are generally complementary, although some programs adhere much more strictly to one than the other. A good community college indeed recognizes the wide and varied needs of its students and injects enough options to allow for individual choice."

While controversies and concern over finance and enrollment are high on the priority list of New York's community colleges, an important and ongoing discussion continues over the role and mission of these institutions. Even though some of them have existed for over three decades, the 30 community colleges of the State University of New York are currently going through an intense self-investigation of their respective missions. Each college is reviewing, in response to a call from the SUNY Trustees, the intent of its services to the local community in light of changes within that community. Each is studying its resources, both human and financial, to ascertain if the job it is doing is the job which *needs* doing.

This review of missions is quite appropriate at this time, as the State of New York has experienced some major fiscal problems in recent years. During the early

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The writer is Associate Chancellor for Community Colleges, State University of New York.

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1970s, while community college enrollment in New York State soared to more than 155,000 and the campuses expanded their missions, reaching out with more and more programs, the funds vitally needed to fulfill the public mandate were less available than in past years. The state and local governments suffered economic problems and the dollar pinch was passed on to the colleges. Many businesses cut back or ceased operations. Unemployment rates climbed. While many citizens sought the stimulation offered at community colleges, the construction of new buildings, the equipping of those buildings, and the hiring of new instructors was harnessed.

And now enrollments appear to have leveled off, even though an increasing number of adult students has at least partially offset the projected declining number of high school graduates.

But community colleges, sensing their historic roots, are responding well to changing clientele and economic troubles. Their refinement and advancement have been the result of the spirit of invention which originally created them. It is that spirit which will provide their future strength as they currently take stock of the situation.

One of the key questions to be answered in these studies of missions is whether the liberal arts are complementary to or in conflict with career education. How much of either approach is needed by the community served by a college? But the question is not only naturally relevant to SUNY's current study; it is very much a lively issue at community colleges throughout the nation.

Needless to say, SUNY community colleges do a great deal in both liberal and career education, combining the two where appropriate and recognizing the need for each. Especially at community colleges, there is little theoretical conflict between general education and vocational preparation. Graduates of both approaches are highly valued. The two are generally complementary, although some programs adhere much more strictly to one than the other. A good community college indeed recognizes the wide and varied needs of its students and injects enough options to allow for individual choice.

With this "community college idea" of career and liberal education in mind, let us consider the question on its proper plane; that is, what are the purposes of all education? We cannot judge approaches to education until we decide what it is that education must do. Alfred North Whitehead said: "Pedants sneer at an education that is useful, but if it is not useful, what is it?" That's true, of course, as long as we agree on what "useful" means. To many, it means useful for life, as a citizen *and* as an individual. Education, at any level, must prepare learners for the future. The future of what? Of their lives, personally and collectively.

Recently, a community college counselor, in discussing liberal and career education, stated: "Every program is a career program." Taken back a little, we asked her to explain. She believes that every person has a "career," a purpose, a use on this planet. That use need not be a formalized, salaried job. The job, if it exists, is only part of a person's life. She was not arguing semantics. She truly feels that education should prepare people for the future of themselves and their surroundings, and that, whether education trains one for manual skills or mental manipulation, it has use and it makes learners useful individuals.

K. Patricia Cross, in *Beyond the Open Door*, ties down this idea a bit tighter, and one of her central contentions is a key point here. She states in matching individual needs and those of society:

> *The world's work can be roughly catalogued under three major headings. To put it as directly as possible, we need people to work with people; we need people to work with things; and we need people to work with ideas. I propose that we aim for an ultimate goal in which each citizen attains excellence in one sphere and at least minimal competence in the other two.*

Cross' words reach far beyond and above any argument over the importance of career vs. liberal education. Her proposal deals with end results, not with the means for achieving them. But those results are real and correct, and *would be cheapened by any call for dominance of career over liberal education, or vice versa.* America and the world need the educated citizens she refers to, and students, in somewhat less sophisticated terms, feel the need to achieve what she suggests. Nations and individuals survive as a result of their competence with *things, people,* and *ideas*. She put it simply, because it is simple. How to organize to meet these educational purposes is not necessarily as simple.

But Cross has some proposals which are intriguing and have the ring of validity. She feels that we have in recent years answered the question of *who* to serve—*everyone.* Now we must decide *what* to teach and how. Her central point, including the three spheres of exposure to all students, answers the "what." One problem in the "how" is

"So, what do we do with the liberal arts and career education? This seems to me to be a less than productive discussion, if we really look at the best interests of our students. It is wrong for us to lead them in either direction or some other. We should, instead, instill freedom and make available options. The choice of what their education should or will be is theirs, not ours. . . . They can cling to or discard what they choose."

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that we've recruited, retained, and graduated students, but our credentials don't mean as much anymore since so many people hold degrees. Our goal, says Cross, is not retention and recruitment, but *education*.

In the present world, there is a need for fewer specialists in the ideas sphere, although new blood in this traditional area will always be needed to some extent. But we ought to identify as many specialists as possible in the things and people spheres.

Cross' methods for carrying out her new philosophy of education are heartening, for they are as simple as the end result. The going gets roughest and the end result is not necessarily as clear when we must deal with individual student progress. So let's take it a little deeper . . .

A committee at Harvard in 1959, in reporting on the use of science in that institution's general education, said some things about general education which might be appropriate here. That group, the Bruner Committee, stated:

> *In reality, General Education has a multiplicity of objectives. It is concerned with the student as an individual, insuring that he has a balanced grasp of the different areas and methods of knowledge. It is concerned with the student as a citizen, conveying to him the broad historical but also technical materials he needs to become a more informed member of society. It is even concerned with the student as a nonspecialist in the sense of the relationship of his specialization to the general range of human knowledge.*

This sounds like a rather complicated and somewhat non-directed version of the Cross proposal. We could argue that the committee is not describing general or liberal education, but *all* education. And they also haven't dug into the individual student psyche.

Carl Rogers, in *Person to Person*, related educational philosophy with methods to achieve personal freedom, "the freedom to choose and be." He proposes that we produce freedom through our educational system, turning out graduates who "will be adaptive and creative, able to make responsible choices, open to the kaleidoscopic changes in their world, worthy citizens in a fantastically expanding universe."

". . . compromise must be the order of the day. While liberal education and career education must complement each other, the procedures for accomplishing this may need to differ from institution to institution and for different students within those institutions. As John Gardner has observed, our society needs both philosophers and plumbers—and our institutions must be devoted to the idea of producing excellence in every area for which they have responsibility."

This freedom which Rogers seeks is related closely to the flexibility of the Cross theory. By allowing options, students will find their sphere of excellence and their specialization within that sphere.

Some of his goals of student-oriented teaching are as follows:

- "to assist students to become individuals who are able to take self-initiated actions and to be responsible for those actions;
- who are capable of intelligent choice and self-direction;
- who are critical learners, able to evaluate the contributions made by others;
- who have acquired knowledge relevant to the solution of problems;
- who, even more importantly, are able to adapt intelligently to new problem situations;
- who have internalized an adaptive mode of approach to problems, utilizing all pertinent experience freely and creatively;
- who are able to cooperate effectively with others in these various activities;
- who work, not for the approval of others, but in terms of their own socialized purposes."

It is a personal conviction that some combination of the *what* of Cross and the *how* of Rogers is the desired future of education, collegiate and otherwise. Their approaches may be applied wisely to career, liberal, and all other kinds of education, with equal effectiveness. And the product of such education would be free *and* useful at the same time.

Martin Buber says:

> *The free man . . . believes in destiny and believes that it stands in need of him. He who forgets all that is caused and makes decisions out of the depths . . . is a free man, and destiny confronts him as a counterpart of freedom. It is not his boundary, but his fulfillment.*

Complementary or Contradictory?

So, what do we do with the liberal arts and career education? Are they complementary or contradictory? This seems to me to be a less than productive discussion, if we really look at the best interest of our students. It is wrong for us to lead them in either direction or some other. We should, instead, instill freedom and make available options. The choice of what their education should or will be is theirs, not ours. We can offer programs and decide how our graduates' credentials appear on paper. But a student's own personal needs will, in the end, define his or her education, his or her sphere and specialization. They can cling to or discard what they choose.

We need no patience with those who would put down

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either liberal or career education, for they are not discussing the basic point, namely, how to proceed with needed educational experiences.

Even in the last century, when the industrial revolution was being born, Thomas Huxley said: "The great end of life is not knowledge but action." Well, naturally, each relies on the other, and to call either the "great end of life" may not be helpful. Cross' ideas sphere is as important as the spheres for things and people. And their interrelationship is all of life, not the end of any part of it.

Loren Baritz, Vice Chancellor for Academic Policy in SUNY's Central Administration, presented in an article in the November-December 1976 SUNY *News* a few general assumptions about the direction we should take:

1. Specialization separates people. Part of an education should be dedicated to creating a shared universe of discourse.

2. Undiluted vocationalism strengthens competitive individualism and what William Jones called "the bitch goddess of success." Part of an education should be dedicated to creating a vision that extends beyond personal gain.

3. Usefulness is not servile. If the liberal arts and sciences cannot connect with what people want, need, and can use, these subjects will go the way of the hoop skirt (a desirable covering to pose in or slip off, not unlike some current conceptions of a liberal arts education).

4. Education must address our shattered cultural myths or run the grave risk of missing the point of our century. Some part of our education should face the pointlessness of continued adherence to the idea of inevitable progress, the erroneous assumption about the ultimate victory of rationality, the myopia of European ethnocentrism, the suicidal consequences of ignoring the limits of nature, and even the fact that education itself is a tool and not a guarantee.

With Dr. Baritz's assumptions in mind, we should lift ourselves above and beyond any arguments about what's within a curriculum, on a blackboard, or out of a manual on academic standards. We must think first of the individual student and his or her role on this planet. For once that student's personal educational direction is settled, the rest will fall into place.

And to place the whole matter in perspective, when we begin concrete discussions of the missions of a particular degree or program, we will recognize that compromise must be the order of the day. While liberal education and career education must complement each other, the procedures for accomplishing this may need to differ from institution to institution and for different students within those institutions. As John Gardner has observed, our society needs both philosophers and plumbers—and our institutions must be devoted to the idea of producing excellence in every area for which they have responsibility. ■

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SCHENECTADY
COUNTY
COMMUNITY
COLLEGE
S · U · N · Y

78 Washington Avenue, Schenectady, New York 12305 (518) 346-6211

Schenectady County Community College

1993 - 1994

PLANNING DOCUMENT

Spring, 1993

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Schenectady County Community College

1993-1994
PLANNING DOCUMENT

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1993-1994
Schenectady County Community College
Planning Document

Prepared by the 1992-1993 Analytic Studies Group

I. Committee Purpose

A. The Analytic Studies Group meets annually in the spring of the year to review significant issues for the College and recommend strategies, directions and goals for the College community to act upon during the ensuing academic year. Yearly the President charges the group with specific tasks for strategic planning and at frequent appropriate intervals, will instruct the group to begin a new cycle of multi-year planning and forecasting.

II. Committee Membership

Caryl Purdue	Associate Dean for Planning and Development
Sharon Anderson	Assistant Director for Financial Aid
Martha Asselin	Director, Student Activities
Patricia Barker	Professor and Chair, Department of Humanities and Social Sciences
Philip Bentley	Professor, Department of Mathematics and Natural Sciences
Joyce Bowers	Stenographer, Planning and Development
David Brough	Instructor, Department of Hotel, Culinary Arts and Tourism
Michael D'Annibale	Acting Assistant Dean of Facilities
Charles Krug	Associate Professor, Chair, Department of Business and Law
William Lawrence	Director of Academic Services
William Meckley	Associate Professor, Department of Music
Jerry Moore	Associate Professor, Department of Physical Science and Technology
Sherri Plant	Assistant for Continuing Education
Kathryn Tomaino	Assistant Professor, Department of Developmental Studies
Barbara Walton	Associate Librarian, Department of Library Services
Michelle Doto	Student Representative
Mona Ronish	Student Representative
Thomas Kelly	SCCC Board of Trustees

III. Charge from the President

A. The Analytic Studies Group for 1991-92 identified five issues as priorities. President Basil asked this year's group to review the recommendations from the 92-93 planning document, assess progress on the issues that were identified and prepare recommendations for the College. This review is not intended for the purpose of "grading" how we have done, but rather to see what has been done, what is still left to be done.

B. The group was asked to review the recommendations for a revised planning process from the Sub-Committee on Planning and make recommendations to the President for implementation.

C. Review the new SCCC Directions Statement which replaces the goals matrix and specify activities that the College should pursue to move forward in each of the five areas.

IV. Review of progress on last year's major issues

In fulfilling its charge to review progress on last year's major issues, the ASG used many campus resources. Interviews were held with appropriate administrators and faculty and divisional Management Action Plans were available for perusal. The following statements are not meant to be inclusive of all activity that was accomplished by the divisions, but highlight the emphasis and advancement made on resolving the five issues from last year.

A. Campus Environment

1. Physical Environment

The Administrative Division is to be commended on the obvious progress in building maintenance and repair. Debris around the campus is remarkably less and general cleanliness and maintenance is improved.

Some maintenance issues continue as concerns and are particularly apparent at such time when there are special projects or employee absences and the work schedule is affected. The maintenance staffing is at a saturation level and to alleviate the staffing crunch, plans are in place to hire two part-time "on call" workers to cover sick or vacation leaves. Also procedures for maintaining work assignment schedules have been addressed.

2. Office and Phone Coverage

Concerns about incoming and outgoing telephone access were addressed, resulting in many improvements to the current system and greatly enhancing service this year. Procedures for ensuring office and phone coverage throughout the campus should be reviewed in order to maximize service to the students and campus visitors.

3. Security Concerns

The addition of a supervisor and more guards for the security force and the change in location of the main security station increased visibility of the force and allowed for a centralized information center. The supervisor assisted in training and orientation of new guards and added much needed continuity, consistency, and an integration of the security force as a part of the campus community.

Plans have been made by the Dean of Administration to review and recommend revised processes, role clarification, and training of the College's security force for the next academic year.

B. Resource Development

Fiscally, the College will remain on a "continuation budget" which assumes that the enrollment levels and current county and state aid funding levels will remain stable, possibly resulting in a modest increase in tuition. Remarkable strides in reprioritizing alternative funding have been made by reorganization of Faculty Student Association (FSA) projects, the addition of a major donor coordinator for the SCCC Foundation, and markedly increased grant activity and success.

C. Community and Communications

The new facilities have provided space for meetings, seminars and informal get-togethers which has enhanced the exchange of ideas and information. There seems to be a heightened awareness of the need to get appropriate information to the people who need it in a timely manner. The increased visibility and communication with civil service staff through the Labor Management Committee has strengthened the sense of community between labor and management.

D. Academic Advisement

The Academic Advisement Center has been implemented. It is staffed by Student Services personnel, with the help of six faculty members. It is intended primarily for part-time students and pre-admission advisement. The new Advisement Center has focused services and increased referrals from other offices. Another service that has greatly enhanced advisement for all students has been the curriculum audits provided by Academic Services.

Areas that will be addressed in the coming year will include staffing during peak times, advisement needs of 24-Hour Rule students, and a review of space needs and the use of faculty for full-time student advisement. Testing of new students is currently under review with the expectation that recommendations for changes will be forthcoming during the 1993-94 year.

E. New Directions in Curriculum Development

SCCC continues to re-evaluate and develop programs, courses and services in a variety of ways. A new emphasis for science was made with the development of a Science A.S. program to prepare students for transfer into study of fields such as pharmacy and environmental science. The paralegal program, all business programs, and the culinary arts program received accreditation from national accreditation bodies; and the New York State Education Department conducted a favorable site visit leading to reaccreditation for all programs.

The program review process, currently under revision, seeks to assess the relevancy and effectiveness of academic programs. SCCC seeks to respond to the needs of the community and has progressed remarkably in grant development in programs and services for historically underrepresented populations. Outcomes of learning are important at SCCC. Several new initiatives are pointing the directions for the next few years, including the Outcomes

Indicators Task Force, which is looking at "macro" assessment issues in the form of College-wide assessment indicators by program. Also, the Testing, Placement and Retention Task Force is looking at "micro" issues; specific things such as a developmental student data sheet, tracking basic skill course outcomes, and degree audits.

V. Revised Planning Process

Attached to this report is the recommendation from the sub-committee on planning. This committee met frequently through the Fall of 1992 to research various planning processes, solicit input from faculty, staff and students and recommend a process for SCCC which reflects the current thinking and orientation of the campus community. The ASG accepted the report of the sub-committee and recommended dissemination to the faculty and Board of Trustees for input. After careful deliberation, the ASG recommends that:

A. The College adopt the attached process for the 1993-94 academic year.

B. The new College Planning Council review the process after one year and recommend modifications.

VI. SCCC Directions

A new statement, "SCCC Directions," was adopted for the College at the July 19, 1993 meeting of the Board of Trustees. Its text follows:

SCCC DIRECTIONS

SCCC's basic mission is to provide access for students and quality of programs, while serving the needs of the local community; or simply: access, quality, and community. Continuing to maintain a proper balance between access and quality given the pressure of the continuing fiscal conditions will be a critical element in the success of the future directions for the College. To that end, SCCC's agenda to the year 2000 consists of the following goals:

- To provide a quality educational environment including well-maintained facilities of sufficient capacity to support the teaching/learning/service offerings; an atmosphere of safety, security, and cleanliness; and a campus which generates a pride of association among students, employees, and the community.
- To strengthen educational programming to meet the changing needs of the students and the community including the continuous assessment and improvement in the quality of teaching, learning, curricula, services, and activities.
- To increase both the presence and the leadership of the College in service to the community, especially in the areas of economic development, access, service to target populations, and collaborative efforts with business, industry, education and government agencies.
- To expand resource development and activity by optimizing the state/local sponsor/student partnership in basic funding, continuing the growth and development of grant-related funding, and enhancing the funding efforts and goals of both the Foundation and the Faculty/Student Association.
- To improve organizational efficiency and effectiveness through flexibility and responsiveness to changing needs; and by reinforcing our commitment to continuous improvement, communication, team-building, cultural diversity and the "one-college concept."

APPROVED BY THE BOARD OF TRUSTEES:
July 19, 1993, Resolution #93-68

VI. SCCC Directions (Cont'd)

The following summarizes the issues that the ASG recommends for focus during the 1993-94 academic year. These considerations were determined by using the above SCCC Direction Statement as a guide.

- ***To provide a quality educational environment including well-maintained facilities of sufficient capacity to support the teaching/learning/service offerings; an atmosphere of safety, security, and cleanliness; and a campus which generates a pride of association among students, employees, and the community.***

For 1993-94 the Analytic Studies Group recommends that the College community emphasize:

1. Continue the improved work of the maintenance department, but carry it even further. Analyze long term needs for maintenance staffing as well as preventive maintenance for the entire College and develop an action plan for implementation.
2. Whenever possible, set aside funds annually towards preventive maintenance and enhancement of the beauty of the buildings and grounds.
3. Evaluate the role and responsibilities of the security force, providing better supervisor training and team building, and analyze need for numbers of staff and type of training needed.
4. Emphasize program and service efforts which assist students in understanding the standards of the institution and assist faculty and staff to improve communication with students.
5. Continue to write procedures manuals for personnel, work orders, and others, and policies for College store.
6. Communicate information about special events early enough for other departments to plan around or benefit from them.
7. Improve campus signs and directions. This includes interior signs indicating the location of departments.

- ***To strengthen educational programming to meet the changing needs of the students and the community including the continuous assessment and improvement in the quality of teaching, learning, curricula, services and activities.***

For 1993-94 the Analytic Studies Group recommends that the College community emphasize the following areas:

1. Improve assessment tools and procedures.
2. Continue to develop procedural manuals for faculty and staff including departmental and divisional procedures, hiring protocols and classroom management, among others. The ASG recognizes the enormity of these tasks, but strongly urges each

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individual or department responsible for a procedure or practice that affects others to write it down and submit it as part of a College-wide manual.

3. SCCC has many activities for students and staff, and sometimes scheduling conflicts occur among events and meetings. Re-examine the times and schedule for activities and make any appropriate changes, if any.

4. Continue to examine ways of incorporating standards of our institution while respecting the diversity of student experience. Investigate offering a freshman experience activity and in-service educational opportunities for classroom management.

5. With the implementation of integrated automated systems in the Begley Library with online regional, national and international data bases, as well as an enhanced student record system (BANNER), there should be a continued study of creative applications for this technology, as well as other interactive media for classroom use.

6. Investigate new ways for coordination of curricula offerings and learning activities among departments, including exploration of changing teaching technologies and expansion of training for employment programs, including expanding possibilities for vocational\occupational\certificate and alternative programs.

- ***To increase both the presence and the leadership of the College in service to the community, especially in the areas of economic development, access, service to target populations, and collaborative efforts with business, industry, education and government agencies.***

For 1993-94 the Analytic Studies Group recommends that the College community emphasize the following areas:

1. Continue to provide quality education and programs that are responsive to the growth areas in our community and other verifiable needs emphasizing a close collaboration between the College and the community.

2. Individual units should continue to seek ways to increase both access for entry and access for the community to their programs and resources.

3. Individual units of the College should identify how they can better serve targeted populations and what new target populations can be served.

- ***To expand resource development and activity by optimizing the state/local sponsor/student partnership in basic funding, continuing the growth and development of grant-related funding, and enhancing the funding efforts and goals of both the Foundation and the Faculty/Student Association.***

For 1993-94 the Analytic Studies Group recommends that the College community emphasize the following areas:

1. Strengthen partnerships between SCCC and the community, especially with County Government.
2. Ensure the success of Faculty/Student Association endeavors, particularly in areas that will provide the most significant monetary resources in the shortest possible time, and that fair pricing for students continue to be a high priority.
3. Develop plans to expand grant development and promote awareness of how faculty and staff can become more directly involved in grant activities.
4. Examine new ways to use the funds generated by food service, campus store and Foundation to enhance programs and services of the College. In the same vein, creatively explore connecting networks such as advisory committees, President's Round Table, and other community contacts with fund raising.
5. Re-examine the laboratory fee structure and analyze if fees can be changed to increase equipment purchases for lab courses.

- ***To improve organizational efficiency and effectiveness through flexibility and responsiveness to changing needs; and by reinforcing our commitment to continuous improvement, communication, team-building, cultural diversity and the "one-college concept."***

For 1993-94 the Analytic Studies Group recommends that the College community emphasize the following areas:

1. Remain aware and responsive to changing needs within the College community, as well as in the community at large, by communicating more effectively and encouraging all to keep an open mind to possibilities. Communication can be enhanced in the following ways:
    a. Officially and actively promote Binnekill as a mainstream of interdepartmental and essential information throughout the campus. The Binnekill is primarily a publication which reaches faculty and staff as opposed to serving as a student news vehicle. It was observed that one publication cannot effectively do the job of both faculty/staff communication and student communication.
    b. Explore student interest in reestablishing a student newspaper.
    c. Promote the use of electronic communication technology as it becomes available, to improve inter-campus communication.
    d. Encourage departments/units to communicate information about their areas, and about regional and national trends in their fields of expertise, on a periodic basis to the College community.
2. Encourage flexibility and creativity in problem solving.

a. The Faculty Staff Development Committee is encouraged to explore in-service educational opportunities for topics such as communication within teams, methods of data analysis, and use of benchmarking techniques to set objectives and evaluate program and service delivery.

b. Continue to strive to identify, involve and communicate with all parties concerned or affected in any problem-solving or continuous improvement efforts. Encourage representation from and communication to all components of the campus community.

3. Continue to facilitate awareness and knowledge of diverse cultures. Elicit from the student population their perceptions of campus climate in relation to cultural diversity and make appropriate responses.

4. Persist in all efforts to provide all students, whether full-time, part-time, day or evening, with the same quality of programs, classes and services.

APPENDIX 1

SCHENECTADY COUNTY COMMUNITY COLLEGE

A PROPOSAL
for
A NEW STRATEGIC PLANNING PROCESS

SCHENECTADY COUNTY COMMUNITY COLLEGE

A PROPOSAL
FOR
A NEW STRATEGIC PLANNING PROCESS

Submitted by the Sub-Committee on Planning
of the 1992-1993 Analytic Studies Group

SUB-COMMITTEE MEMBERS:

Martha Asselin
Philip Bentley
Charles Krug
Sherri Plant
Caryl Purdue
Barbara Walton

February, 1993

SCHENECTADY COUNTY COMMUNITY COLLEGE
A PROPOSAL FOR A NEW STRATEGIC PLANNING PROCESS

I. THE RATIONALE

A. A Need for Continuous Change and Improvement

The 1991-92 ASG Analytic Studies Group (ASG) reiterated what was indeed already widely believed here at SCCC; the institutional planning process was in need of review and revision. Although the planning process met the needs of the College for several years, it has fallen prey to a number of criticisms; not responding to the changing diversity and complexity of our institution; being too rigid, complex, bureaucratic and full of jargon; and lacking purpose.

As a result of these findings, President Basil charged a sub-committee of ASG to review past practices, research various planning processes, and recommend a revised process for SCCC, completing their work by the beginning of the Spring 1993 semester. This document serves as the product of the ASG Planning Sub-Committee and outlines our recommendation for a new planning process.

B. The Elements of Strategic Planning: Ten Planning Assumptions

The Planning Sub-Committee spent considerable time researching and reviewing planning. Both the professional literature and our own experiences here at SCCC pointed to certain conditions which are essential to successful planning efforts. These ten fundamental assumptions form the basis of our proposed planning process.

1. The process must be simple.
2. It must be based on continuous input and trust.
3. It must support the mission of the College.
4. It must be based on factual and internal and external data.
5. It must be adaptable and flexible.
6. It must have broad-based involvement of the whole campus.
7. It must realistically consider College resources.
8. It must flow directly into the College decision making process.
9. The recommendations and the data generated must be considered in College decision making.
10. It must be open to review and revision.

II. THE PROPOSED PLANNING PROCESS

There are three integral elements of our proposed planning process: the College Planning Council, continuous input, and Management Action Plan.

A. The College Planning Council

1. Role and Function

The new model suggests a central role for a planning council, or steering group, composed of representatives from all existing campus units. The Analytic Studies Group (ASG) will be replaced by the College Planning Council (CPC) whose charge will be somewhat different from those of previous SCCC planning groups. The role of the CPC is to gather and evaluate internal and external information and then identify institutional issues.

Members of the CPC will gather internal information by communicating with all College units. The CPC must rely heavily on the expertise available to it.

The ultimate outcome and product of the CPC will be a concise report which identifies areas of concern or emphasis based on the synthesis of all gathered information. This report will be short and in simple and concrete language. The report will be accompanied by data that will support the findings of the CPC. This report will be disseminated to the College community including the Board of Trustees, faculty, staff and student groups.

2. Membership

The membership of the CPC will be representative of all College constituencies. Members will be recommended by their units and officially appointed by the President. Members will serve on the CPC for three years in staggered terms. The CPC will be a highly functioning working group and will require commitments for both meeting time and individual assignments. Members will be expected to read and analyze outside of group meetings in order for the group to progress efficiently. Additionally, members will share an understanding and acceptance of the ten planning assumptions identified previously. Members will be expected to serve as the primary communicators with their individual units, which will require periodic reports to unit members.

Membership shall consist of:

a. One representative from each academic unit.
b. Two representatives from Student Affairs.
c. Two student representatives.
d. Two representatives from the support staff.
e. Associate Dean for Planning and Development.
f. One representative from the Administrative unit.
g. One Board of Trustees representative.

3. Leadership

The Associate Dean for Planning and Development will serve as chairr, and the CPC will select a vice chair from its membership.

B. Continuous Input from Internal and External Sources.

Effective planning requires that a clear-cut mechanism be provided for meaningful input and communication from all constituencies. By forwarding materials to the College Planning Council, faculty, staff, administrators, students and representative community groups will have a process by which to share information and data with the College Planning Council.

Continuous input is derived from a multitude of sources both internal and external. Whether from program reviews, assessment data, departmental self-studies, business and industry, or local agency employment projections, this information impacts on the institution's current activities and future growth. The objective is to seek and gather facts rather than subjective and anecdotal information. This continuous input is a critical component for the success of this planning process because it will be the foundation of all CPC activities.

C. Management Action Plan (MAP) Development:

Management Action Plans will be developed after the CPC has submitted its report identifying areas of concern and emphasis. MAP development incorporates the product of both continuous input and the CPC. This process allows for the actual linking of strategy to operations.

A planning day will serve as a process by which MAPs are developed. Planning day is a mechanism designed to allow for input from all levels. It will also allow for a designated period of time to focus solely on the development of Management Action Plans. To be held in May, after final exams but before graduation, planning day is a College-wide on-campus retreat. Prior to the planning day, department chairs and unit supervisors will receive information about facilitating the revised MAP development processes and the planning of activities of their units for the day.

During planning day, the development of MAPs will begin with the involvement of unit members. When developing its MAP, each unit will take into consideration both the findings of the CPC as appropriate, the previous year's MAP and the needs of the unit. Administrators, faculty and staff should be well acquainted with the findings of the CPC because they will already have had the opportunity to read the report. Additionally, CPC findings should come as no surprise to anyone because the CPC will have been successfully communicating its progress throughout the year.

The product of planning day should be a draft MAP. Supervisors will then have approximately two weeks to revise and edit their plans. The resulting MAP will consist of concise statements of goals/projects for the coming year, a statement of long range (three-five year) goals, if any, and identification of goals or projects requiring cooperation of other units.

The MAP then moves to the division Dean where any division-wide goals may be added and budget modifications made if necessary. Two weeks will be allowed for this process. The division MAP will encompass common unit concerns and issues, relevant CPC issues and divisional initiatives. The goal is to provide a document that will be one to two pages long with the unit MAPs attached as specific references. The unit supervisors and Deans will continue to monitor and evaluate the progress of MAP activities throughout the following year.

Finally, all division MAPs will be submitted to the President who will compile the College MAP. As the fall semester begins, the College Plan is given to the CPC as a portion of the data needed for a new year's analysis. The CPC will use the College Plan and attached divisional and departmental MAPs as a significant data source for the next cycle. Thus, the process continues.

III. Goals for the College Planning Council

A. To identify and analyze relevant external and internal information, data, issues and conditions which will significantly affect the future of the College and community.

B. To submit a report to the College through the President for use in development of Management Action Plans (MAPs).

C. To facilitate the development of Management Action Plans through the coordination of an annual planning day.

D. To review the College mission and activities for congruence and provide recommendations as necessary.

E. To actively promote broad awareness of and involvement in the planning process.

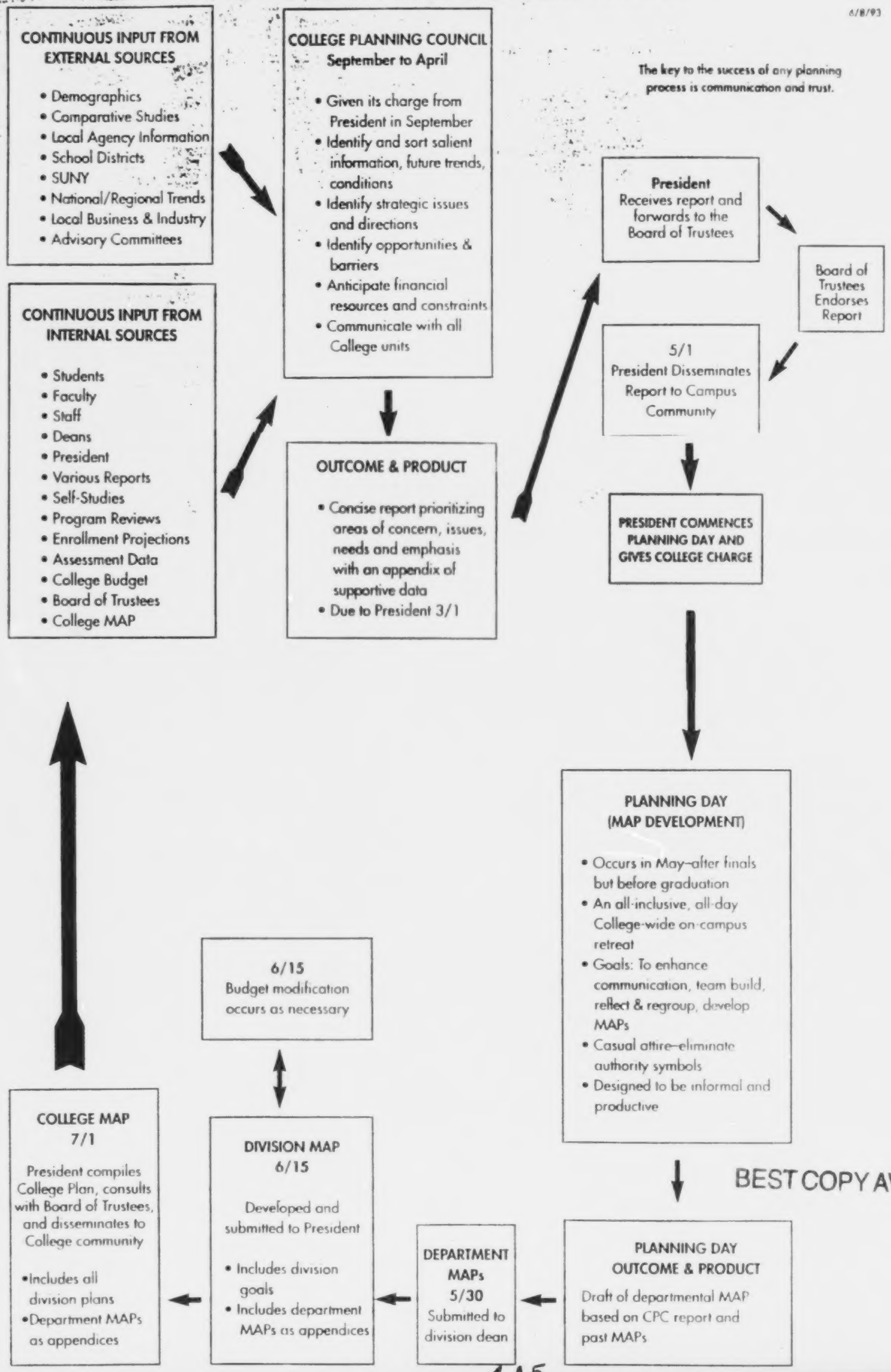
F. To evaluate the effectiveness of the process after the first full cycle and periodically thereafter.

HCP/SP/jlb
rev. 6/19/93

NEW STRATEGIC PLANNING PROCESS FOR SCCC

6/8/93

The key to the success of any planning process is communication and trust.



CONTINUOUS INPUT FROM EXTERNAL SOURCES

- Demographics
- Comparative Studies
- Local Agency Information
- School Districts
- SUNY
- National/Regional Trends
- Local Business & Industry
- Advisory Committees

CONTINUOUS INPUT FROM INTERNAL SOURCES

- Students
- Faculty
- Staff
- Deans
- President
- Various Reports
- Self-Studies
- Program Reviews
- Enrollment Projections
- Assessment Data
- College Budget
- Board of Trustees
- College MAP

COLLEGE PLANNING COUNCIL
September to April

- Given its charge from President in September
- Identify and sort salient information, future trends, conditions
- Identify strategic issues and directions
- Identify opportunities & barriers
- Anticipate financial resources and constraints
- Communicate with all College units

OUTCOME & PRODUCT

- Concise report prioritizing areas of concern, issues, needs and emphasis with an appendix of supportive data
- Due to President 3/1

President
Receives report and forwards to the Board of Trustees

Board of Trustees Endorses Report

5/1
President Disseminates Report to Campus Community

PRESIDENT COMMENCES PLANNING DAY AND GIVES COLLEGE CHARGE

PLANNING DAY
(MAP DEVELOPMENT)

- Occurs in May–after finals but before graduation
- An all-inclusive, all-day College-wide on-campus retreat
- Goals: To enhance communication, team build, reflect & regroup, develop MAPs
- Casual attire–eliminate authority symbols
- Designed to be informal and productive

PLANNING DAY
OUTCOME & PRODUCT

Draft of departmental MAP based on CPC report and past MAPs

DEPARTMENT MAPs
5/30
Submitted to division dean

DIVISION MAP
6/15

Developed and submitted to President

- Includes division goals
- Includes department MAPs as appendices

6/15
Budget modification occurs as necessary

COLLEGE MAP
7/1

President compiles College Plan, consults with Board of Trustees, and disseminates to College community

- Includes all division plans
- Department MAPs as appendices

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APPENDIX 2

SCHENECTADY COUNTY COMMUNITY COLLEGE

INSTITUTIONAL MISSION STATEMENT

SCHENECTADY COUNTY COMMUNITY COLLEGE

INSTITUTIONAL MISSION STATEMENT

Schenectady County Community College operates as a comprehensive community college under the program and standards of the State University of New York. Sponsored by the County of Schenectady, the College's programs are approved by, and registered with, the New York State Eduction Department, and the College is authorized by the Regents of the University of the State of New York to award certificates and associate degrees.

The primary mission of Schenectady County Community College is to provide comprehensive higher education and adult education opportunities of the highest quality through academic, career-technical, professional, and personal enrichment programs in response to local educational needs and at low cost to students.

In striving to achieve this primary mission, Schenectady County Community College affords students the opportunity to receive Associate in Arts (A.A.), Associate in Science (A.S.), Associate in Applied Science (A.A.S.), and Associate in Occupational Studies (A.O.S.) degrees in college parallel or career technology programs. Also the College provides students the opportunity to earn certificates in specialized career fields, or personal development activities.

More specifically, Schenectady County Community College provides:

1. College parallel programs that prepare students to transfer two years of college work to four-year colleges and universities.

2. Career technology programs that prepare students for immediate employment.

3. Continuing education and community service programs for students striving for professional growth or personal enrichment.

4. Public service activities provided in support of community development.

5. Developmental education for students with special academic needs.

6. Student development activities including cultural programs, financial assistance, counseling services, and intercollegiate athletics.

7. An effective and efficient management and delivery system to ensure maximum accessibility to these comprehensive programs and services to all people throughout the Capital District at the lowest possible cost.

Information Packet
for Presidential Searches

Office of Community Colleges
State University of New York

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INTRODUCTION

This information packet was developed by the SUNY Office of Community Colleges to be of assistance to community college trustees, search committees, and others as they begin the crucial task of employing a person to serve as president.

The procedures, suggestions, and forms have proven useful in numerous searches, and this document has been modified from time to time in an effort to keep it up to date.

Regulations and guidelines provide the foundation for the search, selection, and approval of community college presidents. The most recent modifications to the regulations and guidelines were made through action of the State University Board of Trustees on December 12, 1991.

Subchapter D of Chapter V of Title 8
of the
Official Compilation of Codes,
Rules and Regulations of the State of New York

(604.2 of Title 8 NYCRR)

604.2 Responsibilities and duties of the college trustees. Under the time-honored practice of American colleges, trustees of colleges, as legal official bodies corporate, concentrate on establishing policies governing the college, and delegate responsibility for the administration and execution of those policies to their employed professional administrators. The college trustees, subject to the approval of the State University trustees, shall appoint a president (whether permanent, acting, or interim), approve curricula, approved budgets, establish tuition and fees (within legal limits), approve sites and temporary and permanent facilities. Approval or disapproval of the appointment of a president by the State University trustees shall be made in accordance with the State University trustees' guidelines for the selection and approval of such appointments. The guidelines shall include a procedure for the State University trustees to receive the recommendation of the chancellor concerning such appointment. The college trustees shall provide for the awarding of certificates and diplomas, and the conferring of appropriate degrees on the recommendation of the president and the faculty. In addition, the college trustees upon the recommendation of the president shall appoint personnel, adopt salary schedules, and approve the organizational pattern of the college.

Guidelines for the Selection and Approval of Community College Presidents

A. Legal Authority

The legal authority to approve the appointment of a community college president is vested in the State University Board of Trustees by Section 6306(2) of the Education Law which states that the board of trustees of each community college shall appoint a president subject to the approval of the State University Trustees. These guidelines are intended to provide guidance to community college boards when they are engaged in the process of selecting or evaluating the appointment of a campus president. The following guidelines will be applied in connection with the approval or disapproval of a presidential appointment by the State University Trustees after receipt of the recommendation of the Chancellor in accordance with 604.2 of the Community College Code of Regulations and the procedures set forth in these guidelines.

B. Procedures for Search

The appointment by the college trustees shall follow an open search in which college constituencies play a substantial role and which shall, in the spirit of affirmative action, reflect good faith efforts to generate a substantial and diverse pool of applicants.

1. As soon as is practical after a presidential vacancy occurs, the college board of trustees should appoint a committee to advise the full board on the appointment of a new president. The committee should, in accord with generally accepted presidential search procedures, have representatives from principal constituencies including, but not limited to, teaching faculty, administration, support staff, students, alumni, the college sponsor, and, of course, the board itself. Confidentiality is most important, and anyone agreeing to serve on a search committee must respect this principle.

2. The Chancellor shall immediately designate a State University Central Administration staff member to act in an advisory capacity with the community college trustees and presidential search committee. That representative shall have full access to files of the committee, shall be entitled to attend all search committee meetings, and shall be responsible for reporting to the Chancellor and the State University Trustees regarding the progress of the search and the work of the committee.

3. The college board of trustees should take advantage of the presidential vacancy to determine its immediate leadership needs and those of the foreseeable future.

4. At the first presidential search committee meeting, the chairperson of that committee, along with the Central Administration representative, should acquaint the committee members with search procedures in general and those established by the board of trustees of the college, and the provisions of the **State University Trustees Guidelines for the Selection and Approval of Community College Presidents**.

5. Following review of candidates, the presidential search committee should plan to interview a small number of candidates, and from that group refer the finalists to the board of trustees of the college.

6. The college board of trustees should meet with the finalists, select one from that group, and request the State University Board of Trustees to approve the appointment after receiving the recommendation of the Chancellor.

7. A recommendation by the Chancellor to the State University Trustees for approval or disapproval will take into consideration the conditions of appointment of such presidential candidate as evidenced by a resolution of the college trustees or proposed contract of employment. The conditions of appointment to be considered would include, but not be limited to, salary and other major executive benefits, length of employment contract and procedures for notice of renewal, and terms of severance in the event of termination or non-renewal.

8. The Chancellor, or designee, shall provide such further advice and assistance in connection with the selection and approval of presidents of community colleges not inconsistent with these guidelines as the community college trustees shall request.

9. Notwithstanding the procedures followed or the qualifications of the presidential candidate, the community college board of trustees and/or the State University Board of Trustees reserve the right to reject any candidate.

C. Qualities to be Sought

Although a list of qualities to be sought should not be viewed as absolute requirements, and while the qualities most appropriate will vary by college and historical moment, the following qualities are generally expected for the presidency of a State University community college:

- an appropriate background of academic credentials and accomplishments evidencing scholarly ability;
- successful administrative experience appropriate to the requirements of the presidency;
- qualities of educational leadership and ability to maintain effective relationships with faculty, students, administrative staff, alumni, and others;
- commitment to the mission of public higher education, generally, and to the specific mission of the community college for which the candidate is being considered;
- evidence or distinct promise of the ability to build productive community relationships;
- evidence or distinct promise of the ability to general external support;
- commitment to the principles of diversity and equal opportunity; and
- personal traits necessary for the most exacting of executive responsibilities, among which are strength of character, intelligence, integrity, humor, fortitude, judgment, flexibility, and openness to new ideas, sensitivity to human values, and a capacity for hard work.

The Community College Presidential Search Process

Basic Considerations

First and foremost, the college trustees should take advantage of the presidential vacancy to do some personal and institutional soul-searching. The leadership needs of any institution vary at different times in its history. Having decided where the institution is and where it is headed, the trustees can move on to the second phase, which is to develop a reasonably-detailed position description. Such a description is most helpful to potential candidates and, of course, is a source against which trustees can later measure a president's performance. The board of trustees may seek input from its various constituencies in developing this position description.

Interim Leadership

Often the outgoing president is not heading the college during the search, having moved to another position elsewhere. SUNY's Community College Office stands ready to recommend acting presidents to the College Trustees and usually advises that any such interim appointees not be candidates for the permanent position. The pressure on trustees and search committee members, real or imagined, cloud an open search when there is an internal candidate who is at the same time chief executive.

Affirmative Action and Equal Employment Opportunity

Colleges are encouraged to support the principles of Affirmative Action and Equal Employment Opportunity.

State and Federal laws prohibit discrimination because of race, color, religion, sex, disability, national origin, marital status, or veteran's status, in any term, condition or privilege of employment.

In addition to compliance with nondiscrimination laws and guidelines, each college has established specific, measurable, hiring and promotional goals, with target dates, in units where minorities and females are underutilized, as part of its Affirmative Action Plan.

The college, therefore, should take steps to assure that job requirements, hiring standards, and methods of selection do not discriminate, but instead contribute toward Affirmative Action goals.

Search Committee

The composition of the presidential search committee is often detailed in institutional and/or faculty procedural policy statements. Generally, such a committee should include representation from the many college constituencies.

The committee should be given a specific charge in terms of what the board expects of them. Specifically, the committee needs to know such things as: the time frame within which they must work; position description; monies available to them for advertising, communications with candidates, travel and lodging provisions for both the committee visiting candidates and candidates visiting the campus; procedures for reporting progress to the board and the number of candidates to be referred to the board for final consideration. Above all, and as diplomatically as possible, the committee is to be reminded at the outset that its role is strictly advisory.

Budget Considerations

Budgets earmarked specifically for community college presidential searches in New York State range anywhere from nearly $10,000 to somewhat more than $20,000 during the past several years.

Typical expenses include postage, telephone, materials to be developed and printed, transportation, lodging and meals for those candidates called in for initial and final interviews, salary for secretary to the seach committee, incidential expenses (coffee, lunches, dinner) for search committee meetings, advertising and consultants.

The greatest expenses are for advertising and for bringing candidates to the campus for interviews.

The board of trustees should plan and provide for expenses related to the search procedure.

Advertising the Position

Advertising may be quite extensive or limited, depending on the desired audience to be reached, available time, and budgetary restrictions. An honest approach to the needs and available resources of the institution will result in a more productive search. Such generalizations as "salary open" or "salary commensurate with credentials" are often misleading and indeed may be untrue. The same may be said of academic credentials and work experience. If absolutes have been established, the committee's work will be easier. This procedure may well result in fewer applications, but those received will tend to be viable candidates.

Search Procedure

A search committee secretary should be appointed by the board. This person's chief responsibilities include collecting the candidates' credentials, reminding candidates of that which is necessary to make an application complete, making completed folders available to the search committee, taking minutes at committee meetings, acting as the correspondent for the search committee, and later on, arranging interview dates, lodging, and travel for presidential finalists. This person may be asked to assume this workload in addition to regular assignments at the college, may be given released time from regular assignments, may receive extra compensation for this work, or any combination thereof. More often than not, this person is secretary or administrative assistant to the president and/or the college board.

Given the aforementioned, the search committee will want to develop a rating system to be used in measuring candidates against the position description. Committee members often find it convenient to drop in the secretary's office and examine a dozen or so completed folders at a time. By the time the closing date for applications has arrived, many folders will then have been examined, rated and made ready for processing. The committee will, of course, still want to meet periodically as a body, but much can be accomplished on an individual basis as time and work schedules permit.

As the rating system is applied, the number of viable candidates will be reduced to a number the committee will want to review. This number is normally no fewer than a half dozen and no more than a dozen. From this group, usually three are referred to the college board for final consideration. These numbers vary, depending on the directions from the college board of trustees.

When the committee has referred the appropriate number of candidates to the college board, it has for all intents and purposes completed its assignment.

Timing of the Search

The average recent presidential search for a SUNY Community College president takes about six months. The college should realize that a month or more is needed at the beginning to appoint and organize the committee. The time period from placement to the advertisement to application deadline date consumes more than another month. Rating of the candidates takes several weeks, with interviews consuming a month. The final reference checking, Board of Trustees' interviews and appointment procedures normally take nearly another month. Intensive search work during the summer is not advised, as principal participants are usually not as available and the search becomes slowed and less effective.

Confidentiality

Confidentiality should be a basic assumption for all search committees. All files, including minutes and references, should be maintained in a manner that insures their usefulness to the search committee and precludes their becoming public. A single spokesperson for the group should be designated, usually the chairperson.

Evaluating Credentials

Search committees will want to develop some system to evaluate/rate candidates. Usually a number system (1-5) can be applied to various aspects of the candidate's credentials. Given 5 as the highest score a candidate can attain, the committee can then decide what their various cutoff points will be. For instance, those with a cumulative score (each committee member rating each candidate) of four (4) or more might be considered as reasonable candidates for the presidential position; those with scores of 3 might require another look-see; and those below 3 might be set aside as unlikely candidates. Those in this matter category should be so advised as early as possible.

References

Normally, candidates are asked to supply the search committee with the names of those people who have a working knowledge of the candidate in matters relating to the position in question. The committee should reserve the right to contact any and all who might contribute to its (the committee's) deliberations. Common courtesy dictates that this procedure be made clear to the candidates.

Home Site Visitations

There is little evidence to support the position that much can be gleaned from a visit to the candidate's present or previous work environment. Most of the exploring can be accomplished via letter and telephone with the candidate's references or relates associates, or by direct contact with the candidate in an interview session. Rather than asking the references to deal in generalities, the search committee might develop a list of specifics to which they would like answers.

The Role of State University of New York - Central Staff

To assist the campus in its efforts and so that in good conscience the Chancellor can recommend a presidential candidate to the State University of New York Board, the Chancellor's designee should be brought into the search procedure at the earliest possible opportunity.

The files of the Office of Community Colleges contain material related to all phases of the presidential search. This, along with the expertise gained over the years, should prove helpful, if indeed not invaluable, to campuses embarking on a presidential search.

In each instance, the Chancellor will designate someone from his staff to assist the campus with their presidential search. The campuses are encouraged to utilize this person particularly and the outset when guidelines and procedures are being developed at again when the search committee has narrowed its list down to those whom it expects to interview. Having mutually agreed to a list of those to be interviewed, the Chancellor's representative should be present when any or all of the candidates appear before the committee. This is important so that finalists can be recommended to the State University of New York Board with a degree of authority! The Board meets monthly, September - June.

Final Recommendation and Subsequent Approval

Generally, the search committee refers three to five candidates to the college board of trustees. The committee is not encouraged to rank these candidates but rather indicate that any of those referred would be acceptable as president of the institution.

In the event that any finalists withdraw from consideration, another candidates should be added in that person's place.

If the college board of trustees finds none of the finalists acceptable, they may ask for additional names. If none of the alternates proves acceptable, the board may discharge the committee and begin again.

Assuming that the College Board does select one of the finalists, the Board should develop (with the candidate) a contract which clearly outlines salary, benefits, terms and conditions. This contract must contain a statement which indicates that the appointment is subject to the approval of the State University Board of Trustees. The college board should then pass a resolution of appointment similar to that found on page 24.

Finally, a letter from the chairperson of the college board of trustees should be addressed to the Chancellor, State University of New York, indicating the action taken by the local board, and a request that the Chancellor present the candidate for approval to the State University of New York Board of Trustees.

The Chancellor's representative then arranges for the presidential finalist to meet with the Chancellor and, later, the State University of New York Board of Trustees.

Model Community College Presidential Search Process

1. Vacancy is determined.
2. Local Board of Trustees meets to plan and implement search procedure.
3. Search Committee is formed, and its chairperson and secretary are named by the College Board.
4. Search Committee convenes.
5. Charge given to Search Committee by College Board.
6. Meeting schedule determined.
7. Timetable is developed.*
8. Job description developed.*
9. Advertising sources considered.
10. Position is posted.
11. Rating system determined.
12. Letters expressing interest arrive.
13. Letters of acknowledgement, along with applications and Institutional Data Summary, go out to candidates.
14. Formal review of candidates' credentials by individual committee members.
15. Committee meets - rejection letters sent to weak candidates.
16. Committee again examines credentials considered "potential." Additional rejection letters sent.
17. Interviews of strong candidates - usually 6-9.
18. Reference checked.
19. Finalists selected, usually 3-5 referred to College Board of Trustees.

*If not specified by College Board of Trustees

20. College Board of Trustees interviews finalists. Candidates also meet various campus constituencies.

21. Final evaluation of finalists by College Board of Trustees.

22. Job offer made. Contract is developed by College Board and candidate.

23. College Board of Trustees appoints president subject to approval by SUNY Board of Trustees.

24. Chancellor and SUNY Board meet candidate.

25. SUNY Board of Trustees takes action on the request from the College Board of Trustees.

26. If approved, the search is completed. Search Committee thanked and discharged. Announcements sent to other finalists.

Model Advertisement

President

The Board of Trustees of ______________________________, founded in ____, invites applications and recommendations for the position of President of the College. ______________________________________ is a comprehensive community college, accredited by________________ _________________________ with an enrollment of _____________.

While no criteria will be viewed as absolute requirements, desirable qualifications include_____________________________________ _____________________________________. Applications and nominations will be accepted until_________________. All correspondence should be addressed to:

___________________________ Community College
____

An Equal Opportunity, Affirmative Action Employer

Suggested Sources to Advertise/Post the Presidential Vacancy

1. State University of New York Central Administration
2. National community college weekly newspapers
3. The Chronicle of Higher Education
4. Those local newspapers which cover your area.
5. The colleges, universities, businesses, industries and military bases in and around your sponsorship/service area
6. President/chairperson of such statewide community college associations as Community College Presidents, Chief Academic Officers, Chief Administrative Officers, and the Community College Faculty Council
7. Such Equal Opportunity recruitment sources as:

   National Association for Equal Opportunity in Higher Education, Washington, D.C.
   HERS/New England, Wellesley College, Massachusetts
   American Council on Education (Office of Women in Higher Education), Washington, D.C.
   American Association of University Women, Washington, D.C.
   Center for Women's Opportunities, American Association of Women in Community and Junior Colleges, Washington, D.C.
   AAHE Women's Caucus

   (There are many others. Contact your Affirmative Action and/or Personnel Officer, the College Librarian, or Office of Community Colleges, SUNY Central Staff for additional sources.)

8. Select colleges and universities throughout the country. Use The College Handbook published by the College Entrance Examination Board, New York, and/or Peterson's Annual Guides to Graduate Study (Community College Education), Princeton, New Jersey 08540.

Model Acknowledgement Letter

Dear ____________________:

Thank you for your interest in the presidency of __________

__________________ Community College.

I am enclosing an institutional summary sheet to acquaint you with our institution, an application, and a summary information sheet. Please complete the latter two and return them to me along with your resume, _______________, ____________. If you have questions or need additional information about our institution, please call or write ____________________, Secretary to the Search Committee.

Sincerely,

____

Chairperson
Presidential Search Committee
______________ Community College

Enclosures

Model Institutional Data Summary

_________ _________ _________ New York _________ - Telephone #_____________

Public two-year college. Associate degree curricula includes programs leading to the Associate in Applied Science: Accounting, Business Management, Data Processing, Executive Secretarial Science, Medical Secretarial Science, Nursing, and Science Laboratory Technology; a program leading to the Associate in Occupational Science: Hospitality and Tourism; programs leading to the Associate in Science: Business Administration, Engineering Science, Criminal Justice, and Science or Mathematics; and a Liberal Arts program leading to the Associate in Arts. One-year certificate programs including Accounting, Criminal Justice, Hospitality and Tourism, Retail Merchandising, and Secretarial Studies. Coeducational. Enrollment - Fall, 19__ - including full-time and part-time students: ____men,____women, _____ total. ____ full-time, ____ part-time, _____ total full-time equivalent.

SPONSORSHIP AND CONTROL--Founded ____. College is under fiscal sponsorship of the ___________ County Board of Supervisors and academic supervision of the State University of New York. College is governed by a ten-member Board of Trustees, including a student member. Curricula registered by the New York State Education Department.

FACULTY--The full-time faculty consists of ___ professors, ___ associate professors, ___ assistant professors, ___ instructors, and ___ lecturers. In addition, there are part-time teachers, ___ in the day programs and ____ in the evening for a total of _____. Teaching load may vary between ___ and ____ contact hours per semester with a yearly maximum of ____ credit hours or ____ contact hours. This load may be reduced where there is administrative responsibility. Independent Faculty Association for collective bargaining.

STUDENTS--Rolling admissions based on high school record, Regents Scholarship Examination (American College Test or Scholastic Aptitude Test) also accept- able and counselor recommendation. ___ of the full-time student body is from ______ County, with the remainder primarily from adjacent counties of _______ and ______.

LIBRARY--Current library resources exceed ____ volumes and ____ periodicals. There are extensive holdings of audiovisual materials, and a learning resource center is available for use of non-print materials.

FINANCES--The ____ operating budget is $__________. Operating budget formula includes base aid/FTE plus several incentives that could raise the state aid/ FTE. Capital costs are shared equally by the State and the sponsor.

PLANT--The campus consists of ____ building containing ______ square feet of space. The buildings are located on a ______ acre site.

ACCREDITATION--Middle States Association 19__, NLN 19__, etc.

NOTE: All statistics as of September 19__.

Model Letter of Rejection

Dear ______________,

The Board of Trustees greatly appreciates your interest in the presidency of ______________________________ Community College.

Response to our national search has been most gratifying both in terms of the quantity and quality of applications received. While your credentials were impressive, you were not among those selected to be interviewed by the search committee.

Please accept our good wishes in your quest for a college presidency.

Sincerely,

____
Chairperson
Presidential Search Committee
______________________Community
College

Model Evaluation Chart

1. Clear Weakness
2. Mediocre
3. Solid
4. Strong
5. Superior

Name of Candidate ______________________

	1	2	3	4	5	Score	Sub-Total
I. Academic preparation (degrees, etc.) ______							
II. Teaching experience ______							
III. Pertinent administrative experience ______							
IV. Budget/fiscal experience ______							
V. Experience with local politics ______							
VI. Experience with collective bargaining framework ______							
VII. Public relations experience ______							
VIII. Experience - student needs and concerns ______							
IX. Experience - faculty and staff needs and concerns ______							
X. Other - List other criteria called for in announcement for position: ______							

Total

Comments:

*Model Interview Evaluation Form

-- Date of

Candidate's Name____________________________ Interview__________________

1. Would you spend 5 or 10 minutes to tell us briefly about your background and experience?

2. How have you dealt with the problems of the cost effectiveness of certain kinds of academic programs, ones that inevitably involve small classes and therefore high per-student cost?

3. How have you structured your relationship with Division/ Departmental Chairpersons and others you supervise?

4. What has been your working experience with college boards of trustees? How would you feel about the considerable autonomy of New York State community colleges?

5. What has been your working experience with college sponsors, local and state officials, state legislature?

6. What has been your involvement in budget preparation? To what extent should Department and Division Chairpersons and other faculty be involved in the budget process?

*Note: These are sample questions from which you might select a few for use in your interviews.

7. What has been the character of your College's relationship with the community? Has it attempted to reflect or share attitudes?

8. Tell us about your experience with open admissions. How have you attempted to deal with academically-deficient students? What has been your experience with standardized testing as an aid to identifying or placing these students?

9. To what extent have you had to deal with those agencies responsible for financial support? Are you familiar with our funding structure?

10. What has been your experience with negotiations/collective bargaining?

11. What procedures have you used for evaluation and granting of tenure to faculty and administration?

12. How did you deal with the problem of adapting your College to changing occupational and educational needs and still maintain stability in the College?

13. What has been your experience with occupational education, career and transfer programs? Where should the priorities be?

14. In your career, what percentage of your time have you given to academic, financial/administrative matters?

15. What kind of a role have you given counseling at your present college? What about advising by instructors?

16. If we visited your campus, what positive things might we hear about you? Anything negative?

17. How have you handled retrenchments and/or terminations?

Other Questions and Replies:

Summary Evaluation of Candidate:

Questions for Board Interviews with Presidential Candidates--Examples:

1. What type of image should a community college project?

2. Can a college operate realistically in a period of no-growth budgets? Have you faced a refusal by a sponsor to increase financial support and, if so, how did you handle it?

3. What are your criteria for an academically well-run institution?

4. If leadership is a mix of exercising power and sharing power, what kind of mix would you use in running the college? Is your style of administration tight central control or decentralized?

5. What role do you see for the board of trustees collectively and as individuals in the college-sponsor relationship? How active should the board be, and what should the president be responsible for exclusively?

6. How do you feel about innovative instructional techniques such as cable TV classes, new course formats, nontraditional clientele?

7. What would be your approach to guiding the college through periods of stormy collective bargaining problems with the professional staff? If you were faced with a collective bargaining mentality among the professionals, would you insist on a sharp delineation between "collegial" and "contractual" rights?

8. Faced with restricted resources, should the college's open admissions policy be preserved at all costs? How persistent should the college be in trying to retain students who are unsuccessful academically despite preparatory or remedial classes?

9. What criteria would you use to evaluate the quality of faculty and staff? of academic programs?

10. Should the liberal arts still be considered a curriculum among equals, or as a support curriculum for other blossoming career-oriented curricula?

11. What is your idea of a "quality education"?

12. What would be your approach to, and personal involvement in, the budget development process? Do you foresee any ways that business and industry might share in the costs as well as the benefits of expensive technical curricula?

13. What things in your background qualify you best for our presidency?

14. What presidential prerequisites do you feel are appropriate for our president?

15. What major changes do you predict for community colleges in general in the next 10 years?

16. How would you handle a retrenchment?

17. How much would you emphasize staff development techniques such as courses, conference attendance, travel in the face of limited resources?

18. Are you a strong believer in long-range planning even if it requires frequent modifications?

19. From your brief look at our organizational pattern, do you see a need for reorganization?

20. What is your general feeling and practice about lobbying? How much should the president do and how much the board?

21. Describe your experiences with the development of articulation agreements.

22. If there is a question of credibility between college and sponsor, how would you work to resolve it?

23. How would you handle real or perceived incursions into college prerogatives by the state, county or federal governments?

24. Do you believe the college should develop its alumni program as part of the operating budget?

25. Faced with limited resources, how active should the college be in making the campus the county's cultural center?

26. What would be your general guidelines on the extent of campus use by the non-college public?

27. What is the perception and opinion of the State University of New York system in your state?

28. Were you active in your state's community college presidents' or other professional association, if there was one?

29. Should faculty and staff promotions have rigorous criteria, or be given liberally?

30. How do you keep a highly-tenured faculty motivated?

31. Faced with the retirement of key chairmen or administrators, would you be more apt to promote from within or go outside for replacement with established credentials?

32. How so you feel about outside employment for faculty members?
33. In light of support limits, what are your feelings about sabbaticals?

34. How much, if anything, should presidents and boards be concerned with the need of raising funds from private sources?

35. Should students be given close or loose supervision in the establishment of co-curricular activities and the spending of student activities funds? Explain.

36. What is your feeling about the relationships between two- and four-year colleges?

37. What are the criteria for a financially well-run institution?

38. How much emphasis ought to be placed on non-credit community service programs?

39. How should a board evaluate a president? Should salary improvements be linked to the evaluation process?

40. What would be the minimum term contract you would feel secure with here?

41. (Last question) What question haven't we asked that you expected to hear?

Reference Phone Calls--Examples

1. Name of Candidate________________________________

   Name of Reference________________________________

   Phone Number______________________

2. How long and in what capacity have you known the candidate?

3. What is your assessment of his/her administrative abilities?

4. Please give some examples of how the candidate gets along with faculty, students, board members, etc..

5. Please describe the chief strengths/weaknesses of the candidate.

6. How involved is he/she in community activities?

7. Why is the candidate looking for another position now?

8. How well do you feel he/she can handle the position of President here at ______________________________ Community College?

9. Specific questions from folder:

Remind reference to get written reference in as soon as possible.

Model Appointment Resolution

Resolution No._____ - Board of Trustees______________________________
Community College

Re: Appointment of President

_____________________* offered the following resolution and moves its adoption:

Resolved that the Board of Trustees of______________________ Community College herewith appoints________________________ as President of________ _______________ Community College at an annual salary of $______________, effective_____________, subject to the approval of the Board of Trustees of the State University of New York; and, be it further

Resolved that by copy of this resolution, the Trustees of the State University of New York be respectfully requested to approve same.

Seconded by___________________________
Resolution unanimously adopted________

---

*Resolution usually offered by chairman of the search committee if that person is a trustee.

Model Letter to Chancellor

____
Date

Dear Chancellor :

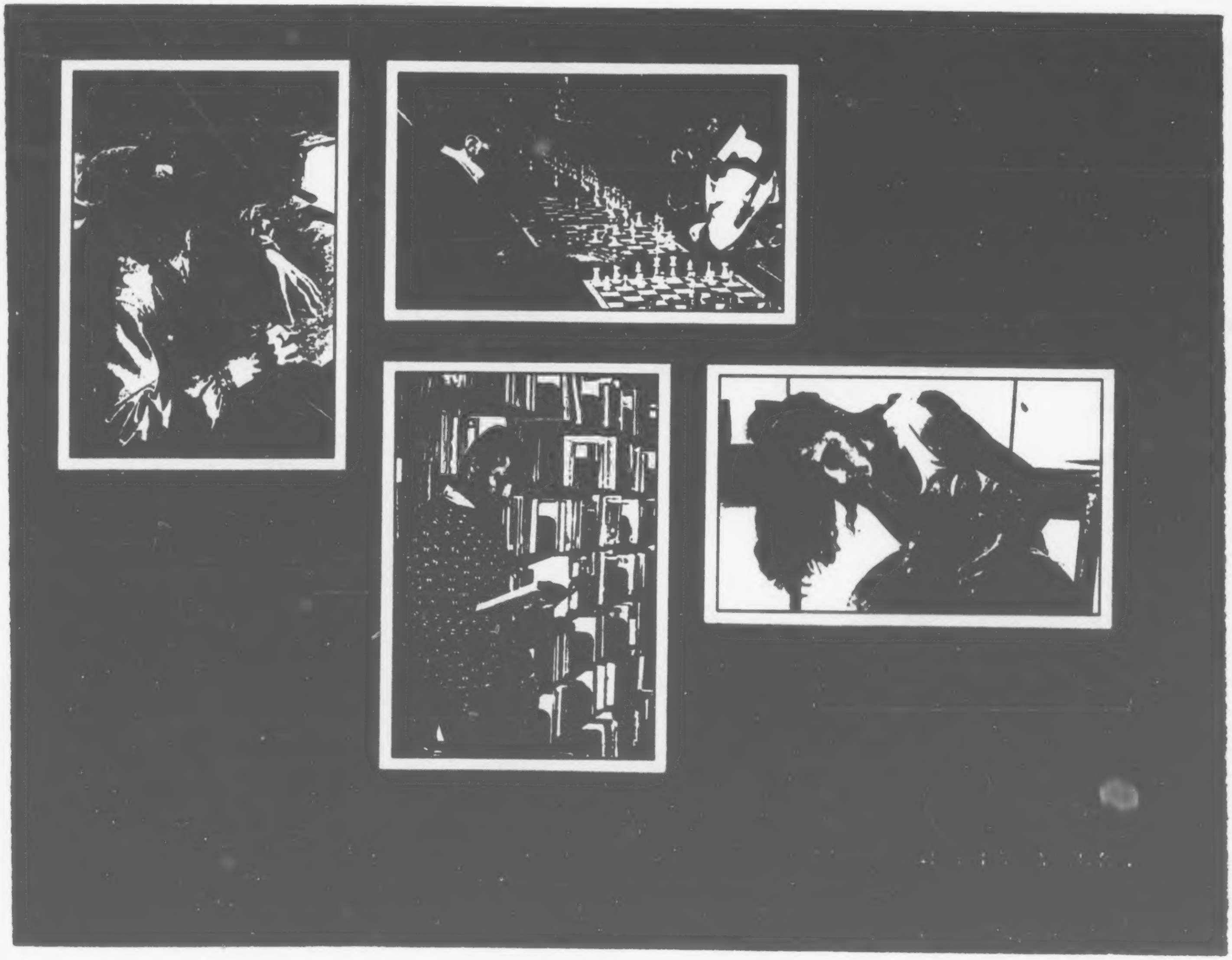
You will be pleased to know that the search for a new president of ____________________ Community College was terminated today at a meeting of the Board of Trustees. Please find enclosed the resolution appointing ____________________ as President of ____________________ Community College subject to the approval of the Board of Trustees of the State University of New York. ____________________ credentials are enclosed.

The College Board of Trustees respectfully requests that the State University of New York Board of Trustees approve this appointment.

____
Chairperson, Board of Trustees

Enclosures

DEMOCRACY'S COLLEGES



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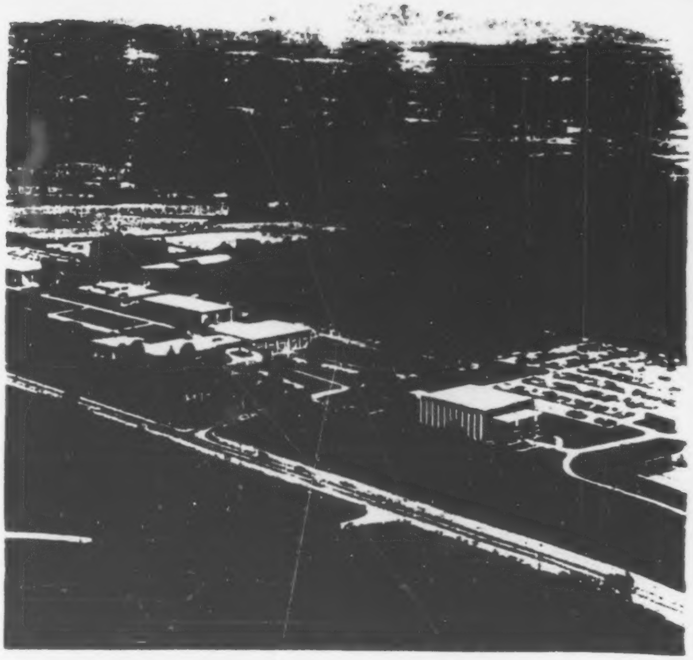
The community college is one of the chief innovations of the United States in the history of higher education.

Though community colleges date back to the beginning of this century, they really had little sustained growth or sense of identity until the late 1950's, when a revolution in education surfaced in response to the accelerating pace of technological developments and the requirements of educational opportunity for all citizens. There were seemingly insatiable demands for workers with the skills to handle the new technologies, and higher education itself changed from a privilege for a few to a rightful goal for all.

The community colleges of the State University of New York have been in the forefront of this educational revolution. They are labeled comprehensive, meaning that they provide the first two years of a baccalaureate education for students wishing to transfer to four-year colleges and a variety of career programs for people wishing specific occupational skills. The skills taught are especially appropriate to the needs of local business and industry. Beyond this, their wide range of continuing education programs makes them truly community oriented.

But they do more. Tuition costs are reasonable and most students live at home, thus insuring a low cost education. They provide open admission to local residents (with appropriate remediation where necessary) and stress teaching and counseling. In addition, they have real roots in the community since they are funded in part locally and have boards of trustees composed of local people.

It is because of their commitment to open access and local control that SUNY community colleges can truly be called democracy's colleges. ■



ADIRONDACK COMMUNITY COLLEGE

Bay Road/Glens Falls, New York 12801

Phone: (518) 793-4491

Locally sponsored by Warren and Washington Counties, Adirondack Community College was founded in 1960. Since first opening in 1961 with an enrollment of 335 students, the College has grown to serve the needs of over 3,800 students each semester.

Located on a 141-acre campus, two miles north of the City of Glens Falls, Adirondack offers comprehensive academic programs ranging from liberal arts and life sciences to the technologies.

ACC is proud of its service to a diverse population. Strong college transfer programs in traditional areas of study, one and two-year career oriented programs and specialized services designed to meet the needs of the returning adult student, enable the College to address the educational, economic, social and cultural needs of its service area.

ACC is also proud of the commitment shared by its faculty and staff to working closely with students and assisting them to succeed at their chosen goals.

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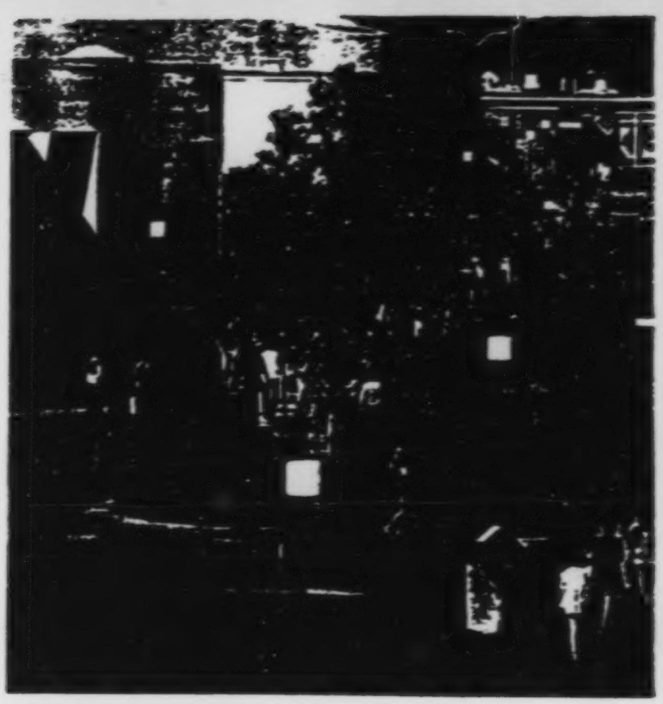
THE MISSION

The thirty community colleges of the State University have specific goals defined by the SUNY Board of Trustees. In addition to offering the occupational programs which lead directly to a career and providing the first two years of a baccalaureate education, they serve statewide and local interests with adult (continuing) education and developmental studies to meet individual needs, in addition to special programs for local firms and their employees.

A variety of credit and non-credit courses are available during the day and evening. These courses may or may not lead to a degree, but they do encourage area residents of all ages to pursue careers and self-development. Many such courses are offered under the label of continuing education. It is often the community college's continuing education program which is most visible in the sponsorship area. This commitment to lifelong learning is indicative of the college's general reputation for accessibility and reaching out to the community.

The community college must also stress support services to assist students who traditionally haven't had the opportunity for collegiate study. The college believes in developing the maximum individual potential of its students, especially those who require extra attention in the areas of counseling, tutoring,



BROOME COMMUNITY COLLEGE

Binghamton, New York 13902

Phone: (607) 771-5000

Broome Community College was one of the first two-year colleges created by State University of New York in 1946. BCC came under the sponsorship of Broome County in 1953, when it became a community college.

BCC graduates have found jobs all over the country. Yet more than 55% of them continue to live in the College's home county of Broome, where they strengthen the local economy. Most BCC graduates, moreover, accomplish their objectives of transferring to four-year colleges or finding immediate employment. In recent years, about 90% of the graduates each year have done one or the other.

The College, has more than 50 fields of study for its students, and awards degrees in most of these. In addition to its daytime offerings, BCC has an extensive evening program and a fast-growing Center for Community Education that conducts non-credit programs for business, industry, agencies and individuals in the community.

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and placement. The community college assumes a commitment to provide the opportunity for success in college, not merely the opportunity to enroll.

All of SUNY's community colleges adhere to the Full Opportunity concept, which means that they accept every recent high school graduate or returning veteran from their sponsorship area. Each college also agrees to provide special support services.

In addition, the colleges are actively engaged in community activities such as workshops, seminars, community forums, and opportunities for cultural enrichment. The community colleges have often become the centers for educational and cultural happenings in their geographical regions. ■

CAYUGA COUNTY COMMUNITY COLLEGE

Franklin Street/Auburn, New York 13021

Phone: (315) 255-1743

Cayuga County Community College, which began in 1953 as Auburn Community College, was among the first community colleges established within the SUNY system. ACC/CCCC alumni now total more than 12,000. Classes are small, the atmosphere is caring and student centered, instructors are easily accessible. Emphasis is on personal attention and teaching.

Academic programming includes offerings at extension centers, contract courses with local business and industry, an Honors Program, and an International Studies Program. The College offers more than 20 degree and several certificate programs. The computer technology and radio-TV technology and broadcasting curricula are unique to the region. A fully equipped color television studio offers hands-on experience for broadcast and technology students. Cayuga also offers remedial-tutorial services, a prison program, numerous community services and management-employee programs for business and industry.

THE STUDENTS

An artist surveying a typical community college classroom would have a tough time painting the portrait of an average student . . . for there is no average community college student.

The artist would see students of the traditional college ages of 18 to 22 years. A handful of even younger students might be evident at a college offering early admission to high school seniors. But a significant number of older adults are in the classroom . . . a housewife returning to an interrupted college education, or beginning anew; a worker attempting to upgrade skills and a retired person learning how to better handle life or merely satisfying intellectual curiosity.

The students are not particularly affluent — their average income being well below that of enrollees at other higher education institutions. The observer will probably see neighbors — nearly 80% of all students are permanent residents of the sponsorship area.

Some students may be educationally and financially disadvantaged, for many community colleges participate in the Educational Opportunity Program, a state-funded plan to provide such students with special financial and educational assistance.

A class composed mostly of full-time students would probably have about the same numbers of

CLINTON COMMUNITY COLLEGE

Plattsburgh, New York 12901

Phone: (518) 561-6650

Clinton Community College is located south of Plattsburgh on a 100 acre campus overlooking Lake Champlain and is well known and respected for its small, intimate classes and caring instructors.

Clinton offers twelve associate degree programs in Business Accounting, Business Administration, Business Office Technologies, Liberal Arts, Criminal Justice and Individual Studies. The Medical Laboratory Technology and Nursing degree programs are fully accredited and one-year certificates can be earned in Stenography, Word Processing and Aircraft Maintenance Technology.

Day and evening courses, College on Saturday and on-campus child-care make Clinton a natural choice for adult students. The Office of Continuing Education offers credit and credit-free courses in various locations in the community including Plattsburgh Air Force Base.

The main academic building, once the historic Hotel Champlain, houses classrooms, laboratories, a 50,000 volume library, faculty and administrative offices. The new health, physical education and recreation building contains a NJCAA gymnasium, elevated running track, racquetball courts, weight room, locker rooms, classrooms and student lounge.

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men and women present, as 52% of the community college full-time students are female. Among part-time enrollees, women make up more than 60% of the enrollment.

Many of the students in the class are older adults, especially among part-time students. About 70% of part-time students are at least 23 years old. Among all students, nearly 48% are older than 22, with more than 25% over 30. Because so many students are parents, colleges provide child care services.

Students attend colleges as large as Nassau and Suffolk County Community Colleges on Long Island with credit and non-credit enrollments of more than 20,000 each; and as small as Columbia-Greene and North Country Community Colleges, each with credit and non-credit enrollments of under 5,000.

And they are part of a larger phenomenon. There are more than 1,200 American two-year colleges with an overall enrollment of more than five million.

By any measure, New York's community colleges are a vital part of the state's system of post-secondary education and the major vehicle for self-fulfillment for countless individuals of a variety of backgrounds. ■

COLUMBIA-GREENE COMMUNITY COLLEGE

P.O. Box 1000/Hudson, New York 12534

Phone: (518) 828-4181 or 943-6730

Columbia-Greene Community College opened its doors in the fall of 1969 in a former elementary school building in Athens and moved, in 1974, to its new $4.3 million megastructure on 143 acres adjacent to the Olana Historic Site near Hudson. Two additional instructional buildings were recently added. Since its inception, the College has offered a broad-based curriculum in both Liberal Arts and vocational programs. The programs which have been traditionally strong include Data Processing, Accounting, Business Administration, Secretarial Science, Liberal Arts, and the Sciences, plus new curricula in Nursing and Word Processing. In addition to its credit programs, the institution serves many residents annually through its adult education programs and operates a variety of specific training programs with local businesses.

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THE OPEN DOOR

As democracy's college, the community college gives people the chance to succeed whether or not they have the record of prior achievement to predict success. Under the Full Opportunity concept, the community colleges in New York accept all recent high school graduates and returning veterans from the sponsorship area.

But acceptance is only the beginning.

The college must also maintain a close relationship with area high schools to help facilitate programs of study which meet each student where he or she is. College admissions or counseling personnel are in constant contact with high schools, discussing not only programs and procedures, but the lives of the young people who plan to enter the college straight from high school.

But there are other great resources among the citizenry which are being tapped. The older applicant, either returning to school or just beginning, needs special attention. SUNY's community colleges acknowledge this responsibility and employ trained counselors to study student aptitudes and acquaint students with these data. The counselors identify and assist under-achievers and help students make vocational choices compatible with their aptitudes. If developmental studies (often including tutorial assistance) are needed, they are provided.

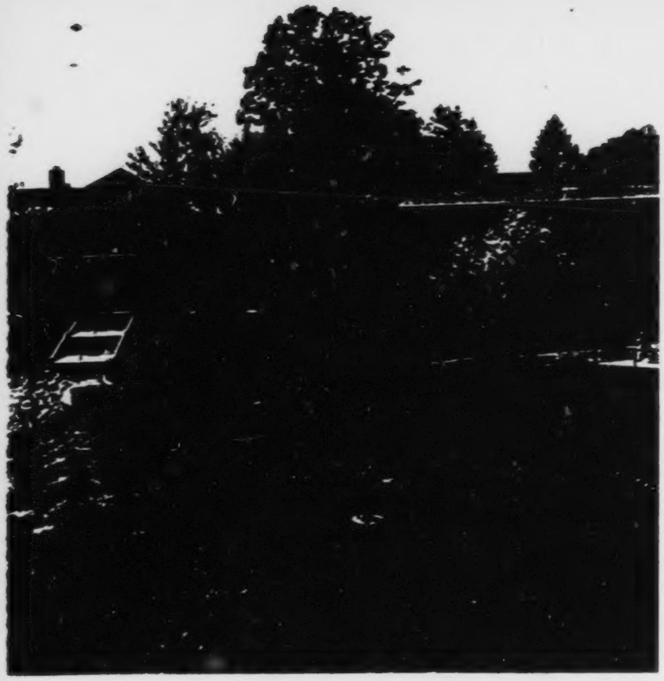
CORNING COMMUNITY COLLEGE

Spencer Hill Campus/Corning, New York 14830

Phone: (607) 962-9011

Humming with the vitality of over 3,000 full and part-time students, Corning Community College offers over 500 courses in more than 30 programs. CCC blends the rich tradition of the liberal arts and sciences with today's emerging new technologies. As the state's only regionally sponsored college, the college is extremely proud of its reputation for innovative leadership. CCC chooses to be a bit different.

- Business Development Center designated as a regional training center of the state's Small Business Development Center network. It provides training and retraining for employees of local business and industry and specialized counseling and training for owners and managers of small businesses.
- Spencer Crest Nature Center, 250-acre adjacent to the campus, encourages outdoor learning activities and quiet retreat.
- Criminal Justice Complex recognized throughout the northeast as an exceptional educational facility, recently designated as Southern Tier Law Enforcement Academy, a NYS regional training center that certifies law enforcement officers.



DUTCHESS COMMUNITY COLLEGE

Pendell Road/Poughkeepsie, New York 12601

Phone: (914) 471-4500

Dutchess Community College is located on a beautiful, wooded campus commanding a lovely view of the Dutchess County countryside.

A challenging curriculum provides students with many educational opportunities, including transfer and technical or occupational programs in more than 50 degree and certificate areas. The program of instruction includes both developmental education and an Honors Program which, along with sophisticated placement testing, allow the College to provide the appropriate level of instruction to students with a wide range of academic preparation.

With its low tuition and the availability of financial aid, Dutchess becomes an affordable option for anyone seeking a higher education. Ten off-campus learning sites enhance the access to education by bringing learning opportunities to the community.

Dutchess also remains a leader in community services, providing a broad range of open enrollment credit-free courses to individuals and more than 100,000 hours of training each year for business and industry.

It is not uncommon for a student to begin the community college experience with deficiencies in reading, mathematics or some other basic skill. Such a student often spends a term catching up with the rest of an entering class and, in the end, earns a degree and secures a profitable job, or transfers for further study.

At the same time, most students do not require this special kind of help. The Full Opportunity concept also provides opportunity for average and well-qualified students who would not otherwise be able to attend college. Included are accelerated programs and independent study. Students may go as far as their ambition allows them. Although their choice of a college may be narrowed for financial reasons, these students are not forced into an academic tunnel.

And for all who qualify there is financial aid. Depending upon family income, a student may have part or all of tuition paid for by local, state or federal funds. Disadvantaged students can often have all expenses paid. ■

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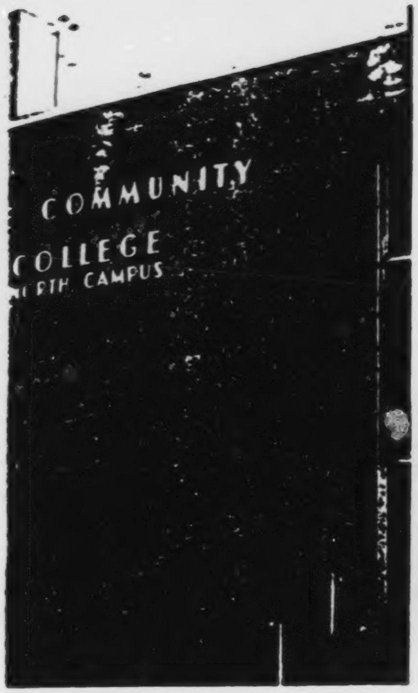


ERIE COMMUNITY COLLEGE

North Campus

Main & Youngs Road/Williamsville, New York 14221
Phone: (716) 634-0800

City Campus

121 Ellicott Street/Buffalo, New York 14203
Phone: (716) 842-2770

South Campus

4140 Southwestern Boulevard
Orchard Park, New York 14127
Phone: (716) 648-5400

Erie Community College began in 1946 as one of the tuition-free two-year technical institutes of Applied Arts and Sciences and in 1948 became part of the State University. In 1953 it became known as Erie County Technical Institute and in 1969 the name was changed to Erie Community College.

ECC, as the college is commonly referred to, has more than 80 programs of study. Unique programs such as Dental Hygiene, Robotics, and Culinary Arts abound and complement a full program of liberal arts studies and technical programs.

The college has signed a series of transfer agreements including a Dual Admissions program with Buffalo State College. Students in the dual admissions program are concurrently enrolled in ECC and Buffalo State and receive full transfer credits upon graduation from ECC.

An Office of Community Services meets the increasing demands of business and industrial training in Western New York. The college packages state, federal and local grants to provide low cost customized training for local industries.

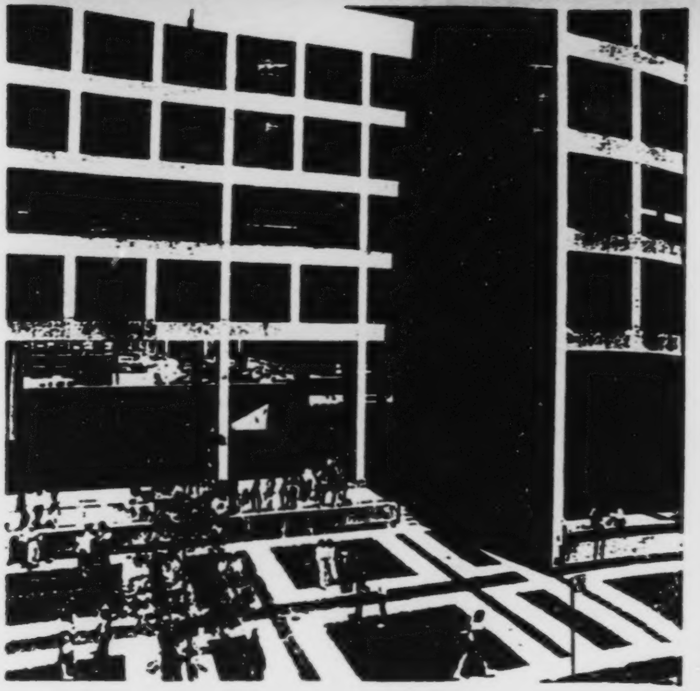
THE PROGRAMS

All community college programs lead to the assumption of increased citizenship involvement, and can be coupled with opportunities for continuing education on a life-long basis. That is, graduates of career programs know more than just their own vocation — they are exposed to the world of ideas and the workings of the world around them.

New York State residents can find more than 200 different career options at community colleges, including: drafting, electronics, nursing, dental assisting, engineering technology, human services, law enforcement, hotel and restaurant management, secretarial work, bookkeeping, recreation leadership, auto mechanics, legal assisting, data processing and a myriad of others.

Typically, the New York colleges join their counterparts across the nation *in meeting community needs.* This role assumes many forms but generally appears in programs considered to be university parallel, continuing education, vocational-technical (career), general education and community service in nature. The latter usually includes a variety of non-credit courses, ranging from sailing and karate to ornamental horticulture and gourmet cooking.

Degrees offered include Associate in Arts, Associate in Applied Science, Associate in Science, and



FASHION INSTITUTE OF TECHNOLOGY

227 West 27th Street/New York, New York 10001

Phone: (212) 760-7675

Founded in 1944, the Fashion Institute of Technology is a specialized college of art and design, business and technology devoted to preparing men and women for careers in fashion and its related professions and industries, and also to providing leadership, research, and other services to those professions and industries.

FIT's location in the heart of Seventh Avenue — near many executive offices, design studios, manufacturing plants, and distribution and merchandising operations — permit an exceptional two-way flow between the college and the industry it serves. Industry guest speakers are a regular part of college life; internships and field trips expose students to the working world outside FIT.

The FIT campus is a nearly two-block-square environment that encompasses many special facilities making the college a unique institution. The Shirley Goodman Resource Center houses the Galleries, the Library, and the Edward C. Blum Design Laboratory, which holds the world's largest collection of costumes, textiles, and accessories of dress.

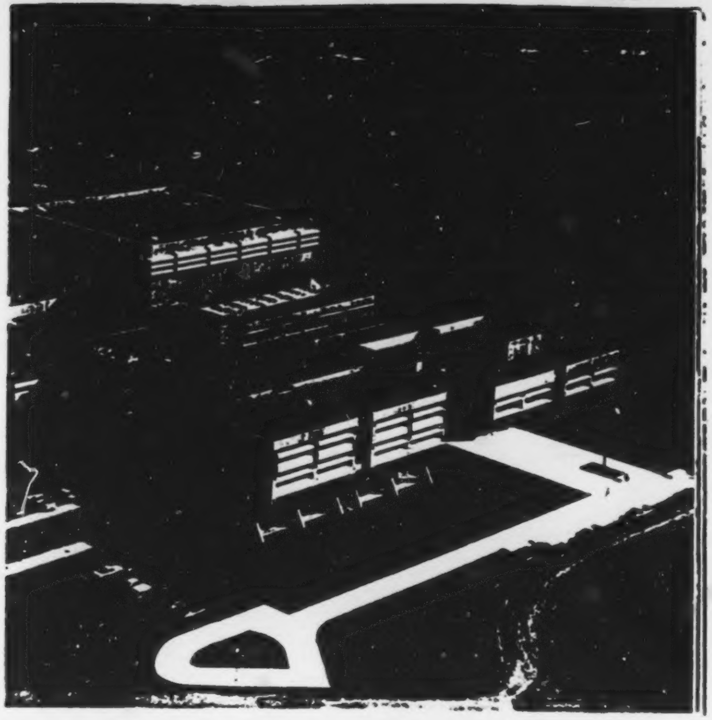
Associate in Occupational Studies. A host of certificate and diploma courses and programs of less than two years' duration are also available.

Baccalaureate parallel programs are designed to facilitate transfer from a two- to a four-year college.

Vocational-technical programs leading to Associate degrees are designed to provide immediate entry into employment. Certificate and diploma programs are designed to upgrade existing skills and/or retrain a person for a new type of employment.

Continuing education and community service offices offer programs and courses which do not fit neatly into the degree-granting category. These courses/programs are generally designed to assist ndividuals to develop personal interests and capabilities both in credit and non-credit settings. But nany part-time students are earning degrees, often ıfter years of course-taking. It grows increasingly lear that this type of education helps to meet the eemingly never-ending quest for knowledge. The xtent of such services is limited only by the imagiıation of the people implementing the program or he availability of resources.

General education tends to attract those who are ndecided about which specific program of educaonal or vocational activity to follow. The program sually offers a broad base of post-secondary work in



COMMUNITY COLLEGE OF THE FINGER LAKES

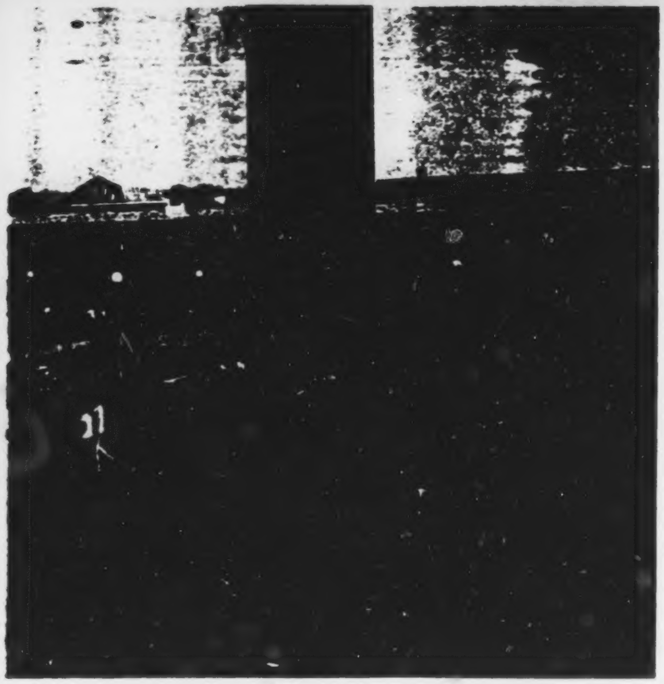
Lincoln Hill/Canandaigua, New York 14424

Phone: (716) 394-3500

Since CCFL opened its doors in 1967, the College has continued to meet the needs of students with a wide variety of interests, career choices, goals and educational backgrounds.

CCFL's educational approach revolves around small classes. Students may enroll in one of nearly 60 majors and concentrations which are offered. In many programs, internships and practicums are encouraged in order to familiarize students with the working world before they graduate.

Historically, approximately 85% of CCFL graduates are either placed in employment in the field of their study or transfer to four-year colleges and universities.



FULTON-MONTGOMERY COMMUNITY COLLEGE

Johnstown, New York 12095

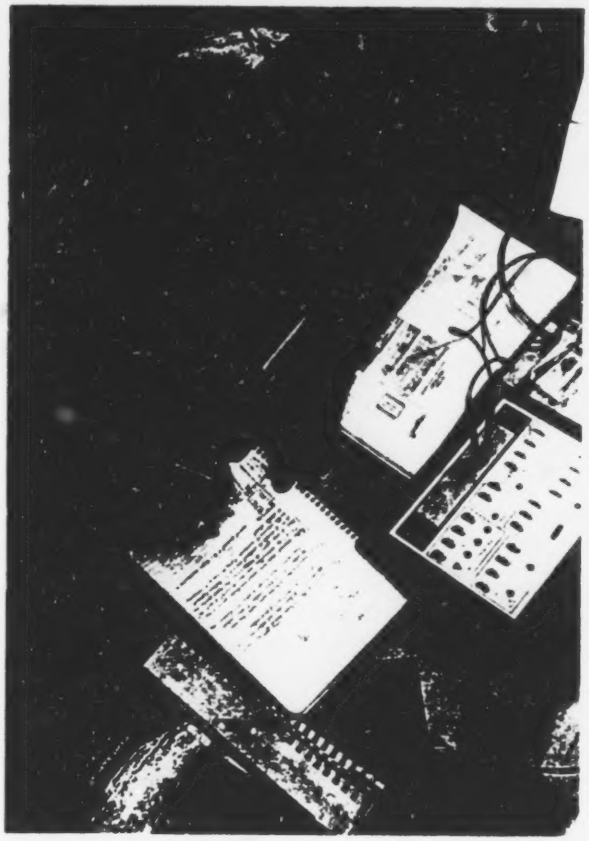
Phone: (518) 762-4651

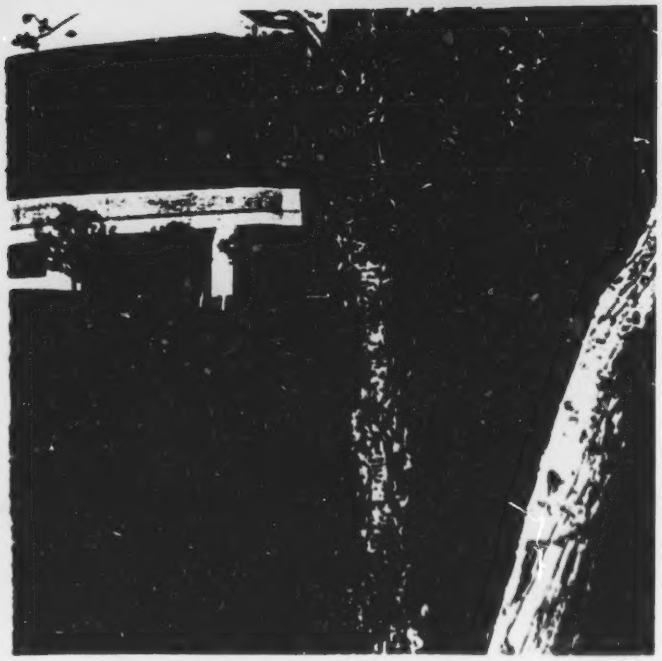
With a tradition of excellence in teaching and service to the community, Fulton-Montgomery Community College begins its third decade of responding to the educational needs of the community. The College prides itself on the comprehensive nature of its academic offerings. Special continuing education courses and workshops designed for business and industry complement the expanding degree and certificate programs of the College. Individualized advising, curricula such as leather technology and Collaborative Career Learning (COCAL) which provides combined "hands-on" career learning at business and industry sites with on-campus study, characterize the innovative programs.

The College began operation in 1964 at a temporary site until moving to the present 194 acre campus in 1969. The College campus consists of five contemporary buildings including a classroom building, educational resource center, administration building, campus union, physical education building and athletic fields.

the liberal arts and sciences and culminates in an Associate degree often transferable to a four-year institution.

Some specialized programs which have grown in popularity recently include the one-plus-one plans, which allow students to complete one year at a community college and be automatically accepted into a related field at another two-year institution for the second year, and cooperative education, which combines periods of classroom study with on-the-job experience in business or industry. ■





GENESEE COMMUNITY COLLEGE

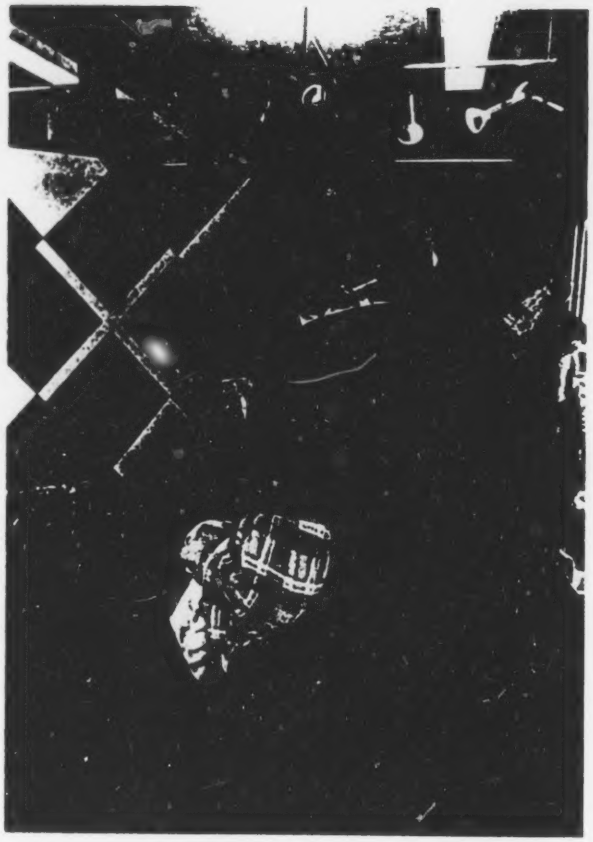
College Road/Batavia, New York 14020

Phone: (716) 343-0055

Genesee Community College was founded in 1966, the year following a general referendum in the County of Genesee. It was one of the few colleges in the state founded by county government, based on the decision of a public referendum.

The College has been venturesome in offering new and innovative programs to attract students from a wide geographic area. Curricula in Modelmaking, Communications Media, Commercial Art, Computer Repair Technology, Fashion Buying and Merchandising, Music Merchandising, Word Processing and Travel and Tourism are just some of the examples of efforts made in this area.

The College also participates in a wide range of special projects and community activities. These include training programs for local business and industry, in-service education for health care personnel and off-campus teaching sites in three adjacent counties.



THE COSTS

A large percentage of SUNY community college students identify low cost as a crucial reason for choosing their colleges. But who pays for the operation of State University's community colleges?

Primarily, support comes from student tuition, the State of New York and the local sponsor — usually one or more counties of the State.

Since 1970, State aid has been allocated according to a stated dollar amount for each student.

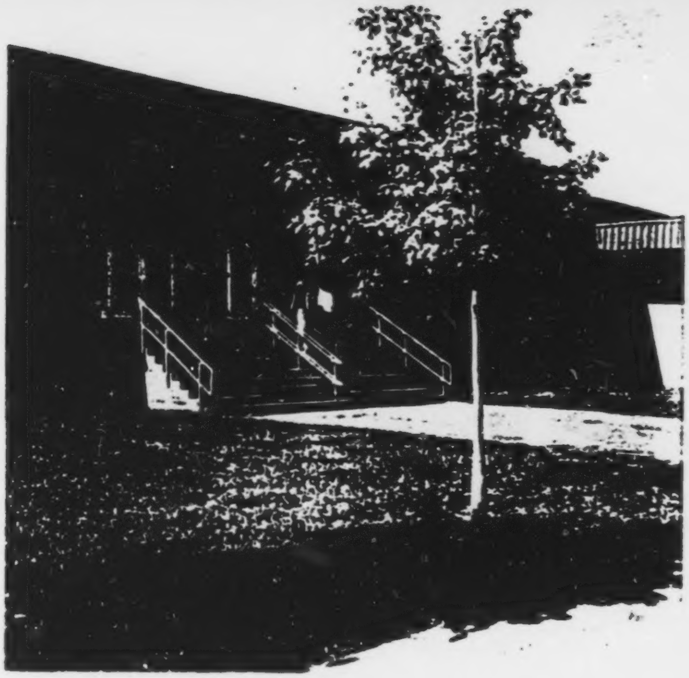
In the State, community colleges offer the most economical method of providing the first two years of postsecondary education.

The chart on the following page indicates the average support SUNY's community colleges received from their sources in 1989-90.

SUNY's community colleges cannot charge an annual tuition higher than that at the University's state-operated campuses, and many charge less.

In addition, counties which export students to a SUNY community college pay a chargeback fee for each student to the local sponsor. The fee is equivalent to the sponsoring county's contribution.

Since most students live at home, the overall cost of attending is low. In fact, the average cost for a full-time commuting student is about $3,000 per year. This includes all expenses, including travel, food and other living expenses.



HERKIMER COUNTY COMMUNITY COLLEGE

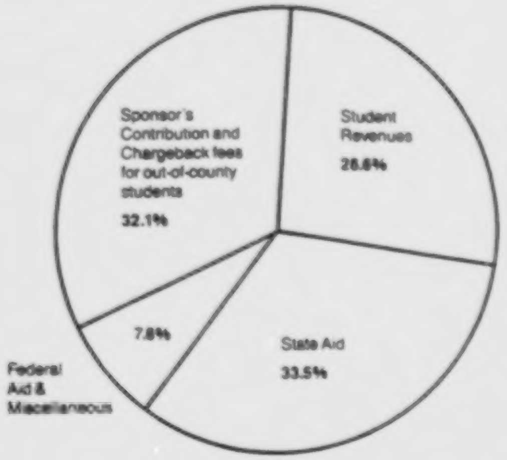
Reservoir Road/Herkimer, New York 13350

Phone: (315) 866-0300

Herkimer County Community College is situated on a 200-acre hillside campus, providing an impressive view of the Mohawk River Valley in Central New York. Founded in 1966, the College has granted thousands of associate degrees and one-year certificates in over 90 academic fields. Herkimer's athletic teams have gained national recognition in several sports.

The college offers specialized programs for local business and industry, as well as training for displaced and unemployed workers. A model College Learning Center, Child Care Center, Kids College and Art Gallery are but a few of Herkimer County's vast student oriented resources. A commercial satellite receiving system allows for teleconferences and other unique programming opportunities.

Instructional facilities include state-of-the-art radio/television broadcasting studios, labs for computer science, occupational therapy assistant, travel and tourism, construction technology programs and more. The most recent survey of graduates indicates that over 94% are employed or studying for an additional degree.



HUDSON VALLEY COMMUNITY COLLEGE

Vandenburgh Avenue/Troy, New York 12180

Phone: (518) 283-1100

With more than 40 associate degree programs in the business, liberal arts, the allied health professions and technology, Hudson Valley Community College offers more degree programs than any other SUNY community college.

HVCC provides comprehensive student support services: peer counseling, free tutoring, testing and evaluation, child care services, math, English and computer skills workshops, flexible scheduling with evening and off-campus options, successful placement and transfer programs.

HVCC *continually improves it's technical facilities*: The recent upgrade of its Prime system gives HVCC computing capability equal to any community college in the country. Students have access to that capability through the more than three hundred terminals on campus.

HVCC has the largest data-base research center in the northeast, the first accredited telecommunications management program in New York, CAD-CAM and laser electro-optics labs, satellite teleconference facilities, computer skills integrated across the curriculums.

JAMESTOWN COMMUNITY COLLEGE

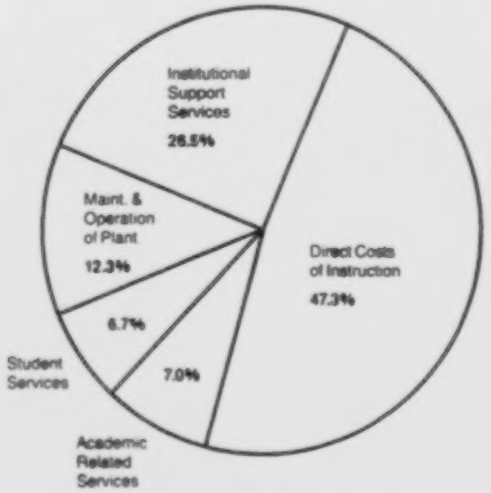
525 Falconer Street/Jamestown, New York 14701

Phone: (716) 665-5220

Since 1950, Jamestown Community College has been in the forefront of the development of community college education. It was the first locally-sponsored two-year institution accepted for supervision by the State University of New York and became a multi-campus institution in 1976 with the birth of the Cattaraugus County Campus in Olean.

The College provides high-quality transfer programs for the university-bound, occupational skills for the career-minded, flexible schedules for the working students and specialized programs for business, industry and professional groups. The personalized atmosphere emphasizes "hands-on experience" in small class settings with an average of 25 students per class.

How do community colleges spend their money? The following pie chart shows the breakdown:



The priorities are obvious. Nearly half the funds are spent for the instruction of students. Most of the rest goes to support services for students and faculty or to the physical maintenance and operation of the campus. ■

JEFFERSON COMMUNITY COLLEGE

Outer Coffeen St., Watertown, New York 13601

Phone: *(315) 782-5250*

Jefferson Community College, founded in 1961, is located on a 96-acre site adjacent to Watertown's Exit 46 of Interstate 81 at the gateway to the Thousand Islands. The campus includes five major buildings and a comprehensive athletic field complex. In addition to traditional certificate, transfer and career programs, the College offers programs in hospitality and tourism and banking to support two of the area's major industries. JCC has an excellent record in both transfer, admission and job placement statistics of its graduates.

Jefferson offers programs designed to meet diverse student needs and desires. These range from early admission for high school seniors to evening courses and special audits for older adults. At Jefferson, students are known on a first-name basis.

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THE CAMPUSES

Evidence is plentiful that placing an institution of higher learning within commuting distance of potential students will markedly increase the percentage of the population going to college. Community colleges are geographically accessible to residents.

A college motivates citizens to attend by being visible, and SUNY's community colleges have developed physical facilities with both a functional and a symbolic value that cannot be dismissed lightly.

From the majestic beauty of Clinton Community College housed in an old chateau over-looking Lake Champlain to Tompkins Cortland Community College, in one huge, modern building with much open, free space to Niagara County Community College's impressive multi-building campus, SUNY's community colleges are symbols of pride in their respective communities.

Many colleges begin activities in high school buildings or abandoned factories, and achieve their own identity by later choosing accessible sites and constructing modern, well-equipped campuses.

No matter how attractive or accessible, community colleges must work well also. Because of the variety of programs available, especially those in technical fields, *community colleges require specialized*

MOHAWK VALLEY COMMUNITY COLLEGE

Main Campus —
1101 Sherman Drive/Utica, New York 13501-5394
Phone: (315) 792-5400

Rome Campus —
Upper Floyd Avenue/Rome, New York 13340-4699
Phone: (315) 339-3470

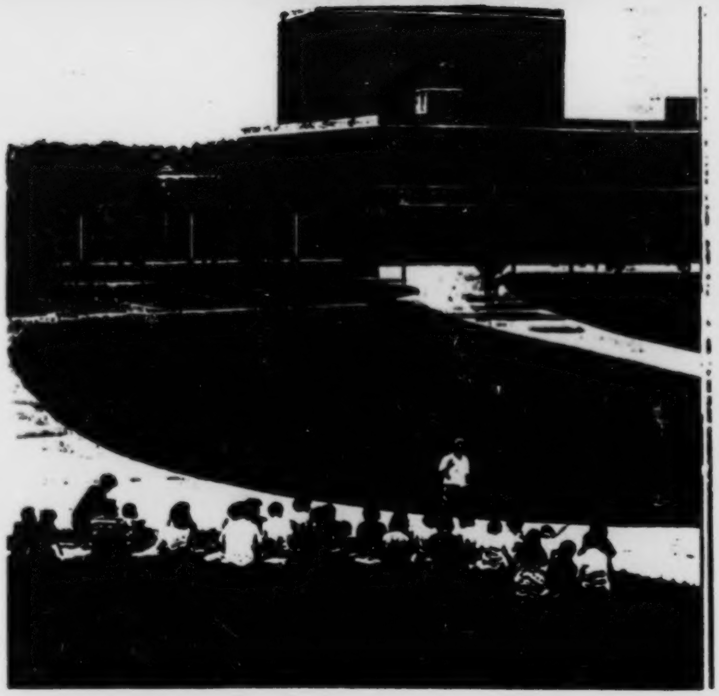
Mohawk Valley Community College is one of SUNY's first community colleges, opening its doors in 1946 as one of five experimental institutions. At the same time, the college continues to update and modernize facilities and programs. Newer curricula include degree programs in chemical technology and an innovative "one-plus-one" program in aircraft maintenance for graduates of federally approved aeronautics schools.

Adults are a major element in MVCC's student population, and are served by child care facilities at both campuses. Lifelong educational opportunities range from the College for Kids to programs for older residents of the community, including New Options for Retirement, and Elderhostel.

equipment and facilities. Thus, facilities are as diverse as the academic programs they support — complete clinics for programs in dental hygiene; X-ray facilities for X-ray technology; automotive centers, sheet metal, carpentry and plumbing shops for instruction in the various trades; greenhouses and gardens for programs in horticulture; TV studios; kitchens and, of course, classrooms, offices and gymnasiums. The thirty community colleges have a replacement cost in excess of $2.1 billion.

The funding for the initial construction of all community college facilities is shared on a 50-50 basis by the State and the local sponsor. The State share of construction costs is financed through the sale of bonds by agencies such as the Dormitory Authority and the Housing Finance Agency.

The SUNY Construction Fund serves as the mechanism for translating the physical plant aspects of the SUNY Master Plan from idea to reality. ■



MONROE COMMUNITY COLLEGE

1000 East Henrietta Road
Rochester, New York 14623-5780

Phone: *(716) 424-5200*

Monroe Community College, a member of the prestigious League for Innovation in the Community College, is the largest 2-year institution in upstate New York. Since its founding in 1961, MCC has graduated over 30,000 students, supplying its community with teachers, social workers, nurses, technologists, firefighters, police officers, artists and businessmen and women.

MCC's strong technologies serve local needs in electronics, optics, engineering, chemicals, instrumentation, quality and reliability, and industrial security. Area hospitals, medical and dental professionals, health and social services agencies rely on MCC's programs in nursing, biomedical engineering, radiologic technology, and dental hygiene. Food and hotel management, recreation, retailing, marketing and fashion buying further contribute to Rochester/Monroe County's quality of life.

Monroe offers 2 plus 2 programs, in which qualified students are simultaneously admitted for the first two years at MCC and the last two at several SUNY and private four year institutions.

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THE LEADERS

Who runs the community college? On a day-to-day basis, the college president does under the policies and direction of the local board of trustees. At the same time, the New York Education Law provides specific responsibilities for the State University and the local sponsor. Beyond this, the faculty and students play major roles. In effect, *community colleges are a unique combination of local control and state coordination.*

Nine college trustees (thirteen at Corning — a regional college) are selected from citizens living in the sponsorship area. Its members, who serve without pay, are community leaders, often from business or industry, who have a knowledge of and interest in the goals of community college education as it relates to the needs of the sponsorship area. They serve nine-year terms. A tenth member (fourteenth at Corning) is a student, elected by fellow students to serve a one-year term.

The college trustees appoint the president, accept gifts to the college, adopt the curriculum, and approve the budgets. They also establish tuition and fees according to legal guidelines, and appoint personnel.

Where a four-year college or university president must, in this day and age, be a manager-scholar, the community college chief administrator must be a

NASSAU COMMUNITY COLLEGE

Garden City, New York 11530-6793

Phone: (516) 222-7501

The largest of SUNY's 30 community colleges, Nassau prides itself on its small classes and personal attention from an expert teaching staff. Its faculty has been described by the Middle States Association as ". . . without rival across the community colleges of the nation." Nassau's graduates are in great demand by senior colleges and universities throughout the State and Nation.

Nassau is the most popular college with local high school graduates. One in four college-bound seniors began their higher education at NCC. They are being joined in the classroom by a growing number of older students. Fully one-fourth of the student population is over the age of 25. Nassau is truly the place where success starts for most western Long Islanders.

Founded in 1959, Nassau, has occupied its centrally located 225 acre site since 1962. In 1978, students began attending classes in the first elements of a new campus designed for a suburban educational environment. In 1991, work began on the final phase of the ultra-modern campus.

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manager-teacher. He or she has to handle the administrative reins of the institution, but must also be well-versed in the field of instruction, for that is what the community college is all about.

Since the community college is a visible agent of community interaction, the president also must be an effective communicator with the ability to interpret the goals of the college to a cross-section of area residents.

The local sponsor receives and approves the budget submitted by the trustees of the college. The sponsor holds title to all college property, and allocates funds to the college. The local sponsor also appoints five of the trustees. The other four non-student board members are appointed by the Governor of New York. The local sponsor is considered the employer in contract negotiations with collective bargaining units. At Corning seven board members are appointed by the counties in the region and six by the Governor.

The Board of Trustees of the State University is charged with maintaining overall supervision of the individual community colleges without eroding the local control of the sponsoring agencies or the college boards of trustees. The State University Trustees provide standards and regulations to govern the administration and operation of the community colleges. They approve the establishment of a community college, the academic curricula of all community colleges, tuition and fee schedules, the nominations of presidents and the budget submitted by the local board of trustees. SUNY's chief administrative officer is the Chancellor, who has staff support from the Community College Office in the University's Central Administration.

Most SUNY community colleges have a group composed of the entire teaching staff, oftentimes in-

NIAGARA COUNTY COMMUNITY COLLEGE

3111 Saunders Settlement Road/Sanborn, New York 14132
Phone: (716) 731-3271 or 731-4101

Niagara County Community College is located in upstate New York near Lake Ontario in the hamlet of Sanborn. The eight-building complex sits virtually in the heart of Niagara County on 287 acres of landscaped lawns and natural woods.

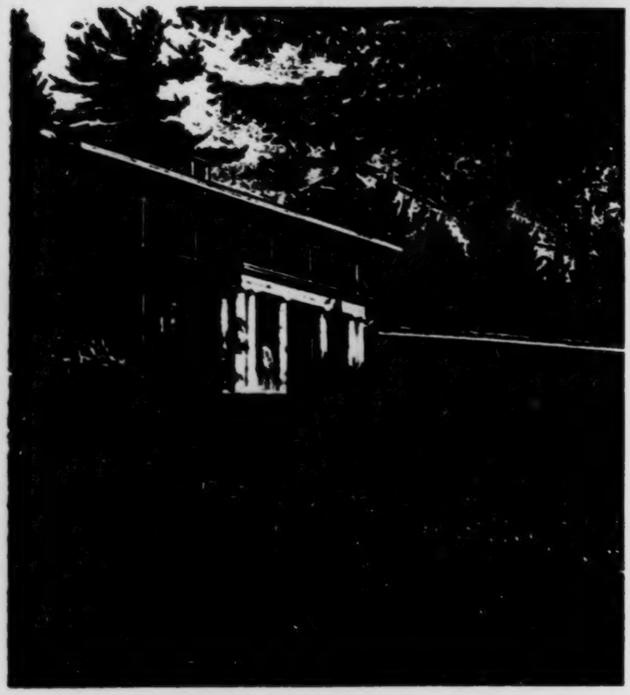
NCCC graduates have been accepted by more than 100 four-year colleges and universities nationwide and abroad for continuation of baccalaureate studies and career graduates have assumed varied positions of responsibility in widely diverse areas of commercial, industrial and public services.

One of the most successful programs established at NCCC has been firm-specific training set up between NCCC and area industries through the Office of Community Education. Thousand of employees of local firms are enrolled on-site or on-campus in courses aimed at improving their productivity and working conditions for job advancement each year.

cluding all other professional staff members as well, to recommend and advise the president on academic and other issues. The group usually has a number of standing committees to handle the detailed work concerned with curriculum, academic standards, professional development and the like.

Students normally have a similar group, funded by a student activity fee. It coordinates out-of-class activities and is an official liaison with the campus administration. It is this group which conducts the election of the student trustee, and which greatly aids in the representation of the student point of view.

Nearly all community colleges have set up several advisory committees of community residents to advise the college on program needs and operations. The principal and continuing community input to the community colleges comes from these committees and the board of trustees. ■



NORTH COUNTRY COMMUNITY COLLEGE

20 Winona Avenue/Saranac Lake, New York 12983

Phone: (518) 891-2915

North Country Community College, with four campuses serving the Adirondack Olympic Region of northern New York, was founded in 1967.

Serving the largest geographical area of any community college in the state, North Country Community College has provided a comprehensive offering of educational and special interest courses that have had considerable impact on residents of its sponsoring counties of Essex and Franklin.

Associate degrees and strong transfer programs continue to attract students, and championship athletic teams in hockey, softball, soccer and basketball continue to attract national recognition.

The College has campuses in Malone and Ticonderoga, with the main campus located in Saranac Lake.

Programs in Wilderness Recreation Leadership, Computer Science, Recreational Facilities Management, and Health Related Sciences draw students from throughout the state.

ONONDAGA COMMUNITY COLLEGE

Onondaga Hill/Syracuse, New York 13215

Phone: (315) 469-7741

Onondaga Community College was founded in 1962 under the local sponsorship of Onondaga County. The College has prospered and grown from its initial site in a converted factory to its handsome campus on Onondaga Hill.

The College contributes in a fundamental way to the development of Central New York, with over 80% of its graduates and many thousands of other students remaining in the area to live and work — comprising many of the talents which drive the local economy, guide social institutions and set a standard of life. This is the unique community-centered mission of OCC and it is solidly linked to the real-world needs.

With over 40 programs of study and progressive programs in non-credit areas for business and industry, OCC fulfills a broad community education mission serving the Central New York region.

THE TEACHERS

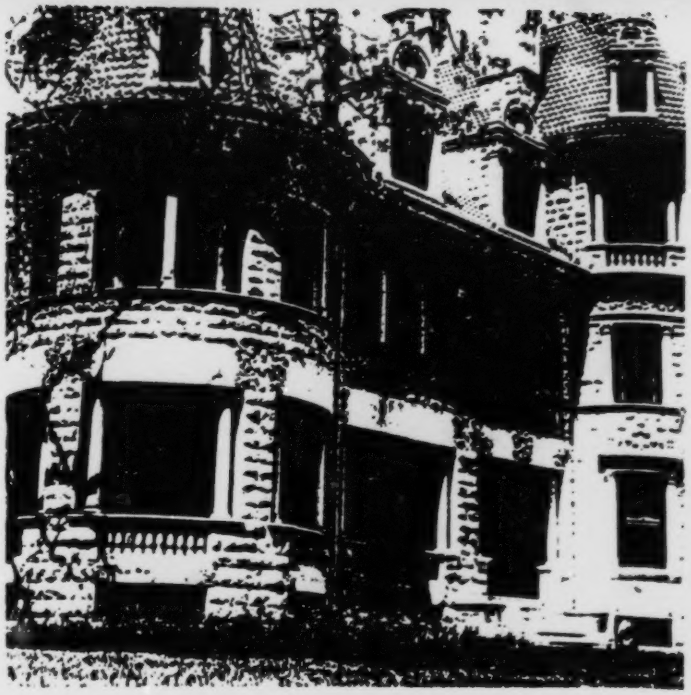
The faculty at New York's community colleges may be characterized by one word — teachers. In general, the community college hires effective instructors who relate well to a variety of students. While many conduct scholarly research, much of that research is in the area of teaching, its philosophy and methods.

Community college teachers also have a depth of understanding in several subject matter fields as contrasted with narrow specializations usually found among university professors. The wider range of abilities, interests and goals of community college students requires this proficiency by the faculty.

The community college teacher must understand the importance of counseling and guidance to contribute effectively to such services. In the career programs especially, community college faculty look to the immediate locality as a source for determining some of the competencies expected of graduates.

The credentials of prospective community college faculty members are viewed differently from those of an applicant for a university professorship. Although advanced degrees in the discipline are encouraged, a practical knowledge of the field and an ability to pass on that knowledge are also extremely important. It is not uncommon to find a teacher in a career field without an advanced degree, but with many years of on-the-job experience.

A valuable community relations agent is the part-time instructor, who usually teaches Continuing Education courses, either regular credit or special-interest non-credit. Each college has a pool of such people from the community who can effectively teach a class and carry the message of the college back to the community. For example, a college may offer an evening course in horticulture taught by the owner of the local florist shop; or one in auto repair taught by the service manager of a major automotive facility. ■



ORANGE COUNTY COMMUNITY COLLEGE

115 South Street/Middletown, New York 10940

Phone: (914) 344-6222

"The Original One," Orange County Community College, was founded in 1950 as the first county sponsored community college in the State University of New York system. Located midway between the Hudson and Delaware Rivers at the foot of the Catskill Mountains, OCCC has maintained a reputation as pioneer and innovator in meeting the educational needs of its students and the community it primarily serves.

Graduates of OCCC have found themselves amply prepared to meet the challenge of entering senior colleges, business and industry. In addition to a variety of career and transfer programs, OCCC is the first two-year college to offer the associate degree in nursing program and studies in electron microscopy. In 1982, it was the first community college to cooperatively plan and co-sponsor with local chambers of commerce The Institute for Business, Industry and Government (IBIG) to meet the needs of those dynamic and growing sectors of Orange County.

THE ECONOMIC IMPACT

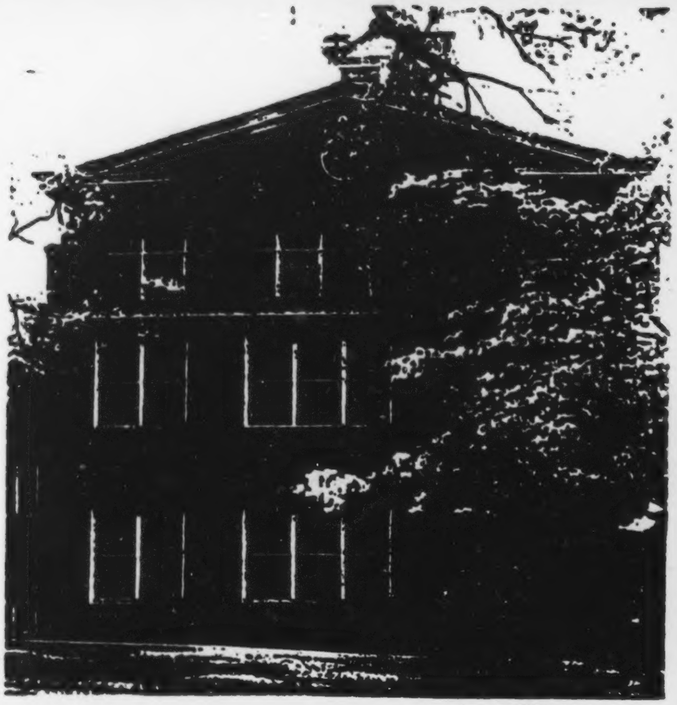
What are the economic benefits of New York's community college?

The community colleges of SUNY provide wages for faculty, administrative professionals, clerical and support personnel throughout the state amounting to more than $500 million annually. That income is redistributed throughout the communities, providing considerable secondary benefits in the form of jobs and economic support.

The direct expenditures of the campus operating budgets for such things as supplies and insurance are other major contributors to the economic health of the community.

Economic benefits are also provided by students. While it is true that most community college students are commuters from the immediate area, there are certain programs unique to only a few campuses that do bring in students from outside the sponsorship area who become new contributors to the community economy.

For every State dollar invested in a community college, on average, eight dollars are spent in the college's sponsorship area. ■



ROCKLAND COMMUNITY COLLEGE

145 College Road/Suffern, New York 10901
Phone: (914) 356-4650

Rockland Community College is the seventh largest community college in the SUNY system, serving nearly 13,000 students annually in the College's credit-bearing programs. The College's extensive credit-free program attracts several thousand more students. As headquarters for the College Consortium for International Studies, RCC sends hundreds of SUNY students abroad each year. RCC is also well known for its innovative programs for foreign students, and for its continuing development of practicum, contract learning, internship and experiential learning programs involving business, industry, government, music/theater/dance and other institutions in and around Rockland County and in New York City.

SCHENECTADY COUNTY COMMUNITY COLLEGE

78 Washington Avenue/Schenectady, New York 12305
Phone: (518) 346-6211

More than 6,000 students have graduated from Schenectady County Community College in the last two decades. SCCC offers more than 33 degree and certificate programs including the nationally recognized Hotel Technology and Culinary Arts programs. The only college in the entire Northeast to offer a Nondestructive Testing program, SCCC also established the only chemistry-oriented two-year program in Plastics and Polymer Technology in New York State. The Music Department at SCCC has received acclaim as one of only two New York State two-year colleges to receive accreditation by the National Association of Schools of Music.

A strong transfer institution, SCCC has established numerous agreements with the State University of New York, including the Crane School of Music at Potsdam, and other major universities. SCCC offers joint admissions to SUNY Albany, guaranteeing credit transfer in 25 programs.

THE GRADUATES

What happens to the graduates of SUNY's community colleges?

The most recent statistics indicate that about half continue study in other colleges, while half immediately enter the world of work.

Over the past several years, it has become easier for community college graduates to transfer to four-year public and private colleges and universities. A State University policy guarantees junior-level status to all community college graduates of transfer (baccalaureate parallel) programs in comparable programs at a four-year college of the University. In addition, many SUNY four-year institutions accept graduates of career or occupational programs into certain programs.

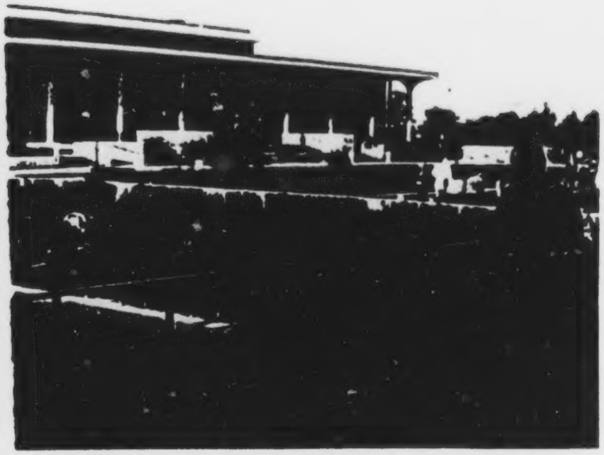
Individual community colleges make a number of separate arrangements with private four-year colleges. Normally, a private college will agree to accept all graduates of certain community college programs into specified curricula offered on its campus.

Studies show that community college transfer students perform as effectively at four-year colleges as the students who began at those institutions.

A number of placement studies have also been conducted to determine if students are being placed in positions for which they have been trained. The close relationship developed with business and industry in local sponsorship areas indicates that the skills acquired by students are enabling them to make the transition demanded to the world of work. Ninety-three percent of all graduates either become employed or transfer to other institutions of higher learning.

Professional licensing examinations, which use standardized tests on a statewide basis and determine patterns of performance, are among the most reliable performance indicators for graduates. For example, nursing graduates take these examinations to become registered nurses. Community college graduates have scored consistently well, adding credence to the effectiveness of the programs.

The community colleges of New York are committed to quality education for their students. The continued rigorous examination of programs and results help guarantee that quality. ■



SUFFOLK COUNTY COMMUNITY COLLEGE

Ammerman Campus

533 College Road/Selden, New York 11784
Phone: (516) 451-4110

Western Campus

Crooked Hill Road/Brentwood, New York 11717
Phone: (516) 434-6719

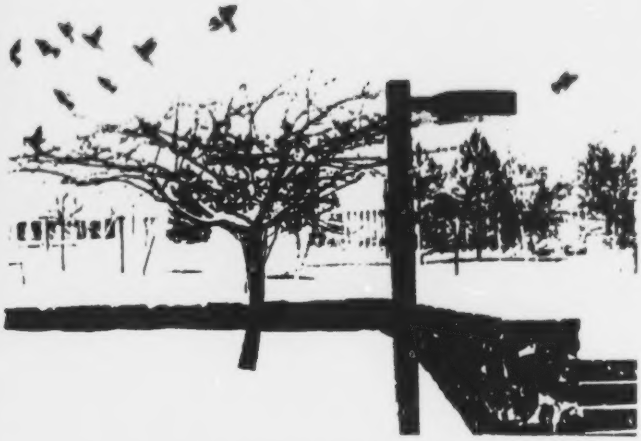
Eastern Campus

Speonk-Riverhead Road/Riverhead, New York 11901
Phone: (516) 548-2500

Suffolk County Community College opened its doors in 1960, enrolling 171 full-time and 335 part-time students in temporary facilities at Sachem Junior-Senior High School in Ronkonkoma.

The College has effectively served the citizens of Suffolk County and has expanded to a multi-campus system with an enrollment of 20,000. The three campuses which comprise the College are located in Selden (156 acres), Brentwood (207 acres), and Riverhead (192 acres). The College also operates a Marine Science Center at Cedar Beach in Southhold Township (50 acres), as well as a satellite facility called the TechniCenter, located in the Hauppauge Industrial Park, which offers special programs for business and industry.

Suffolk offers a full range of general, liberal arts, technical and occupational curricula including several unique programs in areas such as Marine Science, Paralegal Studies, Women's Studies, Telecommunications, Food Service Administration, Hotel Technology, Computer Information Systems, and Interpreting for the Deaf.



SULLIVAN COUNTY COMMUNITY COLLEGE

Loch Sheldrake, New York 12759

Phone: (914) 434-5750

Sullivan County Community College opened its doors in 1963 in a building which housed a former high school. In 1974, the College moved to its present site in Loch Sheldrake.

In addition to its on-campus course offerings, Sullivan has established four off-campus sites in Wurtsboro, Livingston Manor, Roscoe and Narrowsburg.

More than 70 percent of its full-time students come from out-of-county, giving Sullivan a cosmopolitan atmosphere rarely found in a rural community college. And, as the only institution of higher education in its sponsorship area, SCCC has become not only an educational center, but a source for cultural and social events as well through the activities of the Continuing Education and Community Services divisions. Its location in the Catskill resort area provides opportunities for students to work at part-time and summer jobs.

TOMPKINS CORTLAND COMMUNITY COLLEGE

170 North Street/Dryden, New York 13053

Phone: (607) 844-8211

Tompkins Cortland Community College is located in an area rich in culture, education, and recreation. From symphonies to skiing to scholarship, Tompkins Cortland provides opportunities galore for students and area residents.

All of the functions of this modern community college are housed in a striking, two-story building. The elongated, single structure is at the heart of a 220-acre campus, most of which has been kept in its natural state. The building has more than six acres of classrooms, laboratories, offices, television and art studios, a theatre, and recreational and community facilities all under one roof.

In addition to the main campus at Dryden, day, night and weekend classes for part-time and full-time students are conducted at extension centers in the College's service area.

Tompkins Cortland Community College is proud of its college transfer program in traditional areas of study as well as its career-oriented programs designed to meet the needs of the diverse population that it serves.

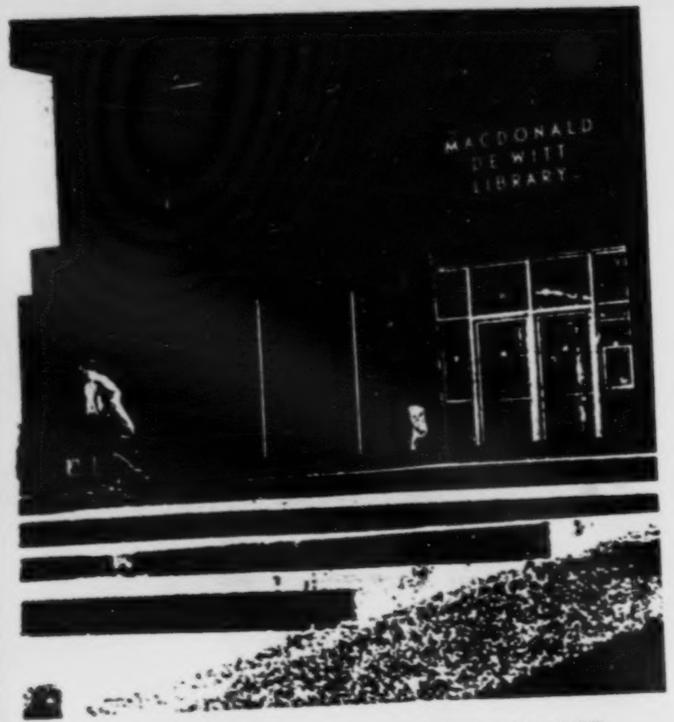
THE FUTURE

If enrollment data are any indication of the continued success of New York's community colleges, then the future is very bright, indeed. For, in spite of predictions by many educators that enrollment at America's colleges would decline, the number of citizens attending SUNY's community colleges has soared to record levels.

At some New York community colleges, more than half of the students are older students. A majority of them are women, individuals interested in new job skills in difficult economic times and those who, like many Americans, find themselves with more leisure time and want to put it to useful purposes.

Community colleges are convenient and low cost, and respond well to the needs of all students. In the future, a wider, more intense examination of the teaching-learning and counseling processes as they apply to the older student can be expected. Community colleges are pledged to creativity and innovation, so it should be quite natural for them to devise improved delivery systems to serve a new clientele.

Also, community colleges must be able to stand inspection. Although all of SUNY's community colleges are fully accredited by the Commission on Higher Education of the Middle States Association of Colleges and Secondary Schools, the college must also accept openly the praise and criticism of its local community. If the community service role is a natural extension of the institution's educational role — as many educators feel — then the college must address itself to the economic, cultural and social concerns of the community. The college should be the catalyst for an improved community environment, but must expect considerable scrutiny from the constituencies it serves. ■

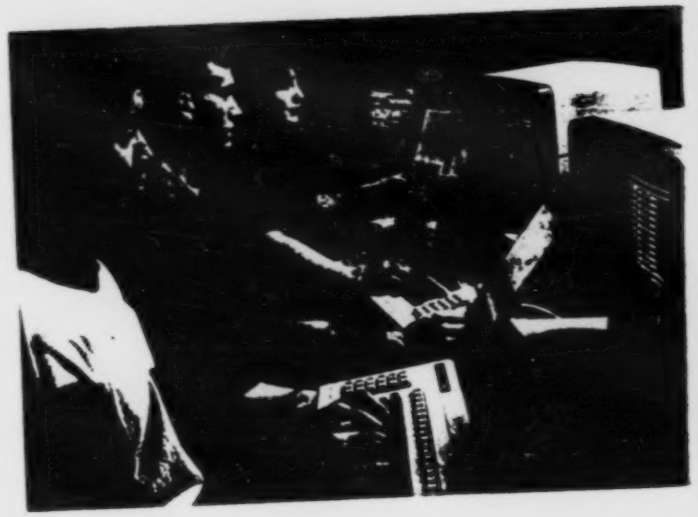


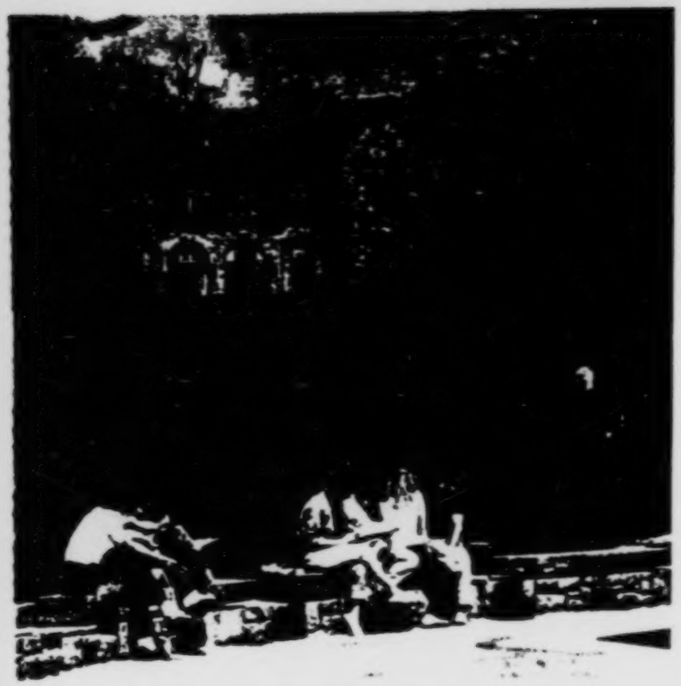
ULSTER COUNTY COMMUNITY COLLEGE

Stone Ridge, New York 12484

Phone: (914) 687-5000

Ulster County Community College began its first academic year in September, 1963. Classes were held at a temporary campus in an old historic Kingston building that was made available through the School District. The permanent campus at Stone Ridge was dedicated in October of 1967. The campus is located on 165 acres of gently sloping meadowland and apple orchards. To the west, the land rises into the beautiful Catskill Mountains, and to the east into the Shawangunk Mountains. The nine buildings, covering 237,598 square feet, contain classrooms, science and technical laboratories, library, health and physical education facilities, areas for music, art, drama and speech, student services, a visual arts gallery and an auditorium. Since its opening, the College has enrolled over 50,000 students.





WESTCHESTER COMMUNITY COLLEGE

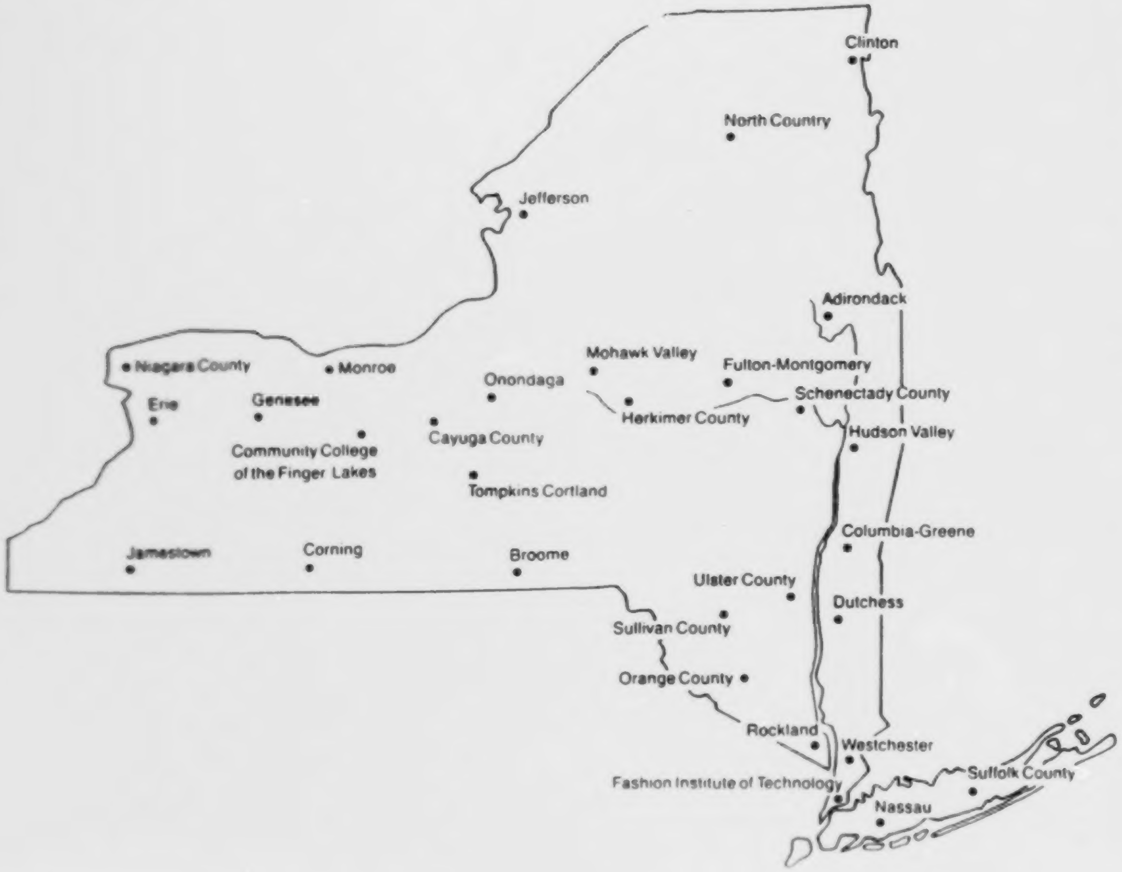
75 Grasslands Road/Valhalla, New York 10595

Phone: (914) 285-6600

Westchester Community College started over 40 years ago as the New York State Institute of Applied Arts and Sciences in While Plains, the county seat. In 1957 it moved three miles northwest to 218 acres of beautiful rolling land which had been the estate of A. & P. magnate John Hartford. Among the facilities available to all students and to the community are a science building, a learning resource center with fully automated catalog and circulation system, technologies and classroom buildings, a student center, physical education complex and an academic arts building which includes a 400-seat theatre, art studios, dance studios, music facilities and an administration building.

In addition to its credit courses, the College has a full range of non-credit courses, enabling students of all ages to sharpen skills and broaden interests. Specialized corporate education and innovative programs for older learners are offered by, respectively, the Professional Development Center and Mainstream, the Retirement Institute.

THE COMMUNITY COLLEGES OF THE STATE UNIVERSITY OF NEW YORK


Clinton
North Country
Jefferson
Adirondack
Niagara County
Monroe
Mohawk Valley
Onondaga
Fulton-Montgomery
Erie
Genesee
Schenectady County
Herkimer County
Hudson Valley
Cayuga County
Community College of the Finger Lakes
Tompkins Cortland
Columbia-Greene
Jamestown
Corning
Broome
Ulster County
Dutchess
Sullivan County
Orange County
Rockland
Westchester
Fashion Institute of Technology
Suffolk County
Nassau

DEGREE PROGRAMS

KEY TO ENTRY DATES
A Sept
B Jan. and Sept
R Jan., June and Sept
E Freshman - Sept; Transfer - Jan. and Sept
F Upper division transfer - Sept; Upper division transfer - Jan. and Sept - Cobleskill Institute of Technology and Environmental Science & Forestry
G Transfer - Jan. and Sept
H Freshman - Jan., June and Sept; Transfer - Sept
J June only - FIT/Brooklyn; Jan. only - Erie
$ Campus accepts General Studies Area curriculum code
○ Campus requires applicant to designate curriculum choice
[ ] 1st year of one plus one program
. Not available at this college
See college catalog for entry date

COLLEGE NAME AND CODE

CURRICULUM CODE NUMBER	CURRICULUM NAME	69 Adirondack	53 Broome	51 Cayuga	84 Clinton	85 Columbia Greene	55 Dutchess	56 Erie (North)	79 Erie (City)	13 Erie (South)	57 Fashion Institute	62 Finger Lakes	77 Fulton-Montgomery	81 Genesee	80 Herkimer	58 Hudson Valley	59 Jamestown	66 Jamestown (Olean)	74 Jefferson	60 Mohawk Valley	75 Niagara	72 Onondaga	83 Schenectady	73 Sullivan	86 Tompkins Cortland	88 Ulster	Corning	Monroe	Nassau	North Country	Orange	Rockland	Suffolk	Westchester
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0601	**BANKING & INSURANCE**																			B		B												
0631	**BANKING, INSURANCE, REAL ESTATE**								A	A					[B]				[A]													B	B	B
0632	**BUSINESS ADMINISTRATION - CAREER**	B	.	B	B	R	B	B	B	B		B	R	B	B	.	B	.	B	.	B	B	B	B	B	B	X			X	B	B	B	B
0407	**BUSINESS ADMINISTRATION - INTERNATIONAL BUSINESS**								B							B																		
0671	**BUSINESS ADMINISTRATION - TRANSFER**	B	B	B	B	R	B	B	B	B		B	R	B		B	B	B	B	B		B	B	B	B	B	X	B	B	X	B		B	B
0422	**BUSINESS - INDUSTRIAL DISTRIBUTION**																				A													
•	**COURT ADMINISTRATION**																																X	
0652	**FASHION BUYING & MERCHANDISING¹**								B		B			B														B	B					
0550	**FINANCIAL SERVICES**															B																		
0693	**HEALTH SERVICES MANAGEMENT**														B																			
1004	**INSURANCE & REAL ESTATE**					R																												
0496	**INSURANCE & RISK MANAGEMENT**																							B										
•	**LEISURE SERVICES MANAGEMENT**																														B			
0633	**MARKETING**	B	B	B										B	B	B	B							B				B	B			B	B	B
•	**MARKETING MANAGEMENT & SALES**																														B			
0637	**OFFICE MANAGEMENT**														B									B									B	
0667	**OFFICE TECHNOLOGIES**	B			B		B	B	B	B					A				B			B				B		B			B		B	B

¹ Upper division programs also available at FIT. Contact FIT admissions.

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[illegible]
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	BUSINESS & COMMERCE TECHNOLOGIES *continued*																																	
0529	PURCHASING & MATERIALS MANAGEMENT							A																										
0634	RETAIL BUSINESS MANAGEMENT	B		B			B		B			B		B			B	B		B	B			B	B	B		B	B	X	B		B	B
0625	SECRETARIAL SCIENCE			B		R						B	E							B			B	B			X	B		X		B		
•	SECRETARIAL SCI/OFFICE MGMT/OFFICE TECH																																	
0668	Administrative Assistant											B			A							B	B								B			
0647	Court Reporting														A																			
0674	Executive		B	B		R						B		B					B	B					B			B	B					
0438	Executive Office Assistant															B																		
0439	Information Processing Specialist																				B													
0673	Legal														A					B								B	B					B
0676	Medical	B													A	B			B	B									B	X				
0437	Secretarial Administration																				B													
0694	Word Processing	B	B	B		B	A	B	B	B		B	E	B	A				B	B			B	B	B		X		B		B	B		
•	TRAFFIC & TRANSPORTATION SYSTEMS																												B					
	BUSINESS & COMMERCE TECHNOLOGIES - OTHER																																	
0568	APPAREL PRODUCTION & RELATED INDUST¹										A																							
0458	BROADCAST COMMUNICATIONS	B																																
0576	BUILDING MANAGEMENT & MAINTENANCE								B											B														
•	COMMUNICATION ARTS																												B					
0501	COMMUNICATIONS & MEDIA ARTS	B	A			[E]	A							B							A			B		B		B				B	B	B
0417	CRAFTS MANAGEMENT												R																	X				
0578	CULINARY ARTS								A														B											
0573	DIETETIC TECH - NUTRITION CARE (FOOD SERV ADM)						A	A																								B	B	A
0570	FOOD SERVICE ADMINISTRATION												E		[B]				[A]			B										B	A	
•	FOOD SERVICE ADMINISTRATION - FOODS & NUTRITION																																	X
0572	FOOD SERVICE ADMINISTRATION - RESTAURANT MGMT							B																A									X	B
0644	HOSPITALITY & TOURISM																		B															
0533	HOTEL & RESTAURANT MANAGEMENT		B																				B											
1005	HOTEL & RESTAURANT MANAGEMENT 2/2 PLATTSBURGH				R																													
0575	HOTEL TECHNOLOGY								A			B							[A]			B		B	B			B					A	
•	HOTEL TECHNOLOGY - ADMINISTRATION																																X	
0582	HOTEL TECHNOLOGY - HOSPITALITY MGMT													B																				
0696	LABOR STUDIES																					B			B									
•	MEDIA																												B					
0659	MENSWEAR DESIGN & MARKETING										A																							
0587	MUSIC MERCHANDISING	[E]																					B											

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	BUSINESS & COMMERCE TECHNOLOGIES *continued*																																	
0691	PARALEGAL		B						B						A								B	B	B		X		B				B	
1036	PHOTOGRAPHIC TECHNOLOGY														B																			
0471	PROFESSIONAL CHEF																				B			B										
0685	RADIO & TELEVISION BROADCASTING			B											B							B			B									
0537	RADIO & TELEVISION TECHNOLOGY			B																														
•	RECREATION FACILITY MANAGEMENT																													B				
0572	RESTAURANT MANAGEMENT																		☐A	B				A	B				B					
0415	TELECOMMUNICATIONS MANAGEMENT														B	B						B	B											
0663	TEXTILE DEVELOPMENT & MARKETING¹										A																							
0434	TEXTILE TECHNOLOGY												A																					
0680	TRAVEL & TOURISM	B	B									B		B	B								B	B	B			A				B	A	
	DATA PROCESSING TECHNOLOGIES																																	
0581	COMPUTER INFORMATION SYSTEMS						A	B	J	A			R	B		B	B	B	B					B	B	B	B	B			B		B	B
0629	COMPUTER INFORMATION SYSTEMS - MICROCOMPUTERS																									B								
0495	COMPUTER REPAIR TECHNOLOGY									A				A																				
0532	COMPUTER SCIENCE	B	B	B		B	A	B				B	R		B		B	B	B	B	A	B	B		B	B	X	X	B	X	R		B	B
0405	COMPUTER SYSTEMS TECHNOLOGY							A																										
0559	COMPUTER TECHNOLOGY		B	B									E				A					B						A						
•	COMPUTING GRAPHICS TECHNOLOGY																										X							
0636	DATA PROCESSING	B	B	B		R						B			B				B	B	A	B					X		B			B		[illegible]
0591	PROGRAMMING & SYSTEMS											B								B			B									B		
	FINE & APPLIED ARTS																																	
0446	ACCESSORIES DESIGN										A																							
•	ACTING																												B					
0662	ADVERTISING DESIGN (ART)¹										A																							
•	ART STUDIES																												B					
1006	ARTS & CRAFTS																			B														
0502	COMMERCIAL ART						A							B										B					B					
•	DANCE																												B					
0661	DISPLAY & EXHIBIT DESIGN										A																							
0651	FASHION DESIGN¹										B																		B					
0664	FINE ARTS										A		R		B					A	B								B				B	B
0476	FUR DESIGN										A																							
0509	GRAPHIC ARTS & ADVERTISING TECHNOLOGY											B										B				B						B	A	

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¹Upper division programs not available at [illegible]

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	FINE & APPLIED ARTS *continued*																																	
0654	ILLUSTRATION[1]										A																							
0656	INTERIOR DESIGN[1]										A											B						A					A	
0678	JEWELRY DESIGN										A																							
0454	LEATHER TECHNOLOGY												A																					
0659	MENSWEAR DESIGN & MARKETING										A																							
0681	PERFORMING ARTS - DRAMA																						B										B	X
•	PERFORMING ARTS - GENERAL																															B		B
0682	PERFORMING ARTS - MUSIC	[E]																			B	B	B						B				B	B
0660	PHOTOGRAPHY										A									B		B		B									B	B
•	TECHNICAL THEATRE																												B					
0658	TEXTILE/SURFACE DESIGN[1]										A											B												
0695	THEATRE ARTS																				B												B	
	HEALTH SERVICES & PARAMEDICAL TECHNOLOGIES																																	
0623	ALCOHOLISM & DRUG ABUSE								A															B										
0614	BIOLOGICAL TECHNOLOGY												[A]															B						
•	BIOMEDICAL ENGINEERING TECHNOLOGY																											X						
0607	COMMUNITY MENTAL HEALTH ASSISTANT[2]	B																						B						X				
0541	COMMUNITY MENTAL HEALTH ASST - ALCOHOL COUNSELING								A																									
•	COMMUNITY MENTAL HEALTH ASST - GERONTOLOGY																													X				
0885	CYTOTECHNOLOGY 2/1 HSC/SYRACUSE																		B			B												
0545	DENTAL HYGIENE		A					A								A						A						A			A			
0547	DENTAL LABORATORY TECHNOLOGY									A																								
0573	DIETETIC TECH-NUTRITION CARE (FOOD SERV ADM)						A	A																								B	B	A
0553	ELECTROENCEPHALOGRAPHY TECHNOLOGY[3]																				A													
0574	MEDICAL ASSISTANT		A																		B													
0600	MEDICAL LABORATORY TECHNOLOGY[4]		R		A		A	A				[E]	E	[B]	B	B	E	[E]				A			A				A	X	B	B		B
0602	MEDICAL OFFICE ASSISTANT							A																										
0603	MEDICAL RECORD TECHNOLOGY		A																	B		B						X				B		
0883	MEDICAL TECHNOLOGY 2/2 HSC/SYRACUSE		A																B			A												
0599	MORTUARY SCIENCE	[E]				[R]		[A]	[A]	[A]			E		B	E					[B]													
0622	NURSING[4]	E	A	B	A	E	A	B	J			B	E	A		E	E	E	A	A	E	B		A	A	B	X	X	A	X	X	B	A	A
0435	NURSING IN COOP WITH ELLIS HOSP[5] (1101 Nott St., Schenectady, NY 12308)																						A											
0406	NURSING IN COOP WITH MEMORIAL HOSP[5] (Northern Blvd., Albany, NY 12204)															A																		
0475	NURSING IN COOP WITH MILLARD FILLMORE HOSP[5] (3 Gates Circle, Buffalo, NY 14209)								A																									

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		HEALTH SERVICES & PARAMEDICAL TECH *continued*																																	
0554		NURSING IN COOP WITH ST. JOSEPH'S HOSP[1] (Prospect Ave., Syracuse, NY 13203)																					B												
0403		NURSING IN COOP WITH SAMARITAN HOSP[1] (Burdette Ave., Troy, NY 12180)															A																		
1014		NUTRITION & DIETETICS																																	
0665		OCCUPATIONAL THERAPY ASSISTANT																			R														
0549		OPTHALMIC DISPENSING							A							(A)																A	B		
•		OPTICAL TECHNOLOGY							A																										
0690		ORTHOTICS ASSISTANT TECHNOLOGY						A																				A							
0489		PHYSICAL THERAPIST ASSISTANT		A																															
0626		PHYSICIAN'S ASST IN COOP WITH ALBANY MEDICAL COLLEGE[2]														(A)						A	A							A		A		A	
0624		PUBLIC HEALTH TECHNOLOGY															[A]																		
0628		RADIOLOGIC (X-RAY) TECHNOLOGY		A										[E]																					
0669		RADIOTHERAPY TECHNOLOGY (RADIOLOGIC TECH)								A							E				B	A							X	A	X	A			A
0426		RESIDENCE PROGRAM MANAGEMENT																												A					
0440		RESPIRATORY CARE	[E]			[A]			A							B	E																		
0432		RESPIRATORY CARE 1/2 HSC/SYRACUSE		A	A																		B												
•		RESPIRATORY THERAPY TECHNOLOGY													A					B											B				
0522		SURGICAL TECHNOLOGY																												A			B		A
																														A					
		INTERDISCIPLINARY STUDIES																																	
•		ADIRONDACK STUDIES																																	
•		AFRO-AMERICAN STUDIES																													X				
1016		ENVIRONMENTAL STUDIES																												B					
0688		INDIVIDUAL STUDIES[3]																							B										
0531		INTERNATIONAL STUDIES		B		B	R							R			B	B	B	B	B						B				X	B			R
0250		GENERAL STUDIES																			B														
0201		HUMANITIES							B	B	B			R	B	B					B		B			B		X	B					B	
0201		HUMANITIES/SOCIAL SCIENCE	B		B	B	R	B	B	B	B		B	R	B	B	B	B	B	B	B	B	B	B	B	B	B		B	B	X	B	B	B	B
0635		LIBERAL ARTS & SCIENCES		B																					B			X	B	B	X				
0221	University	MATHEMATICS	B		B	B		B	B				B	R	B	B	B	B	B	B	B	B	B		B		B			B	X	B	B	B	B
0645	Parallel	MATHEMATICS/SCIENCE					R																B	B		B		X			X				
0202	Program	PRE-ENVIRONMENTAL SCIENCE & FORESTRY	B	B	B	B		B	B	B	B		B			A	B	B	B	B	B	B	B		B	B	B		X	B	X	B	B	B	
0220		SCIENCE	B		B	B		B	B	B	B		B	R	B	B	B	B	B	B	B	B	B	B	B		B		X	B	X	B	B	B	B
0212		SOCIAL SCIENCE	B		B	B	R	B	B	R	B		B	R	B	B	B	B	B	B	B	B		B	B	B	B		X	B	X	B	B	B	B
0425		TEACHER EDUCATION TRANSFER[4]													B									B					B						
1007		TEACHER PREPARATION IN ELEMENTARY ED[5]								A																									
1008		TEACHER PREPARATION IN SOCIAL STUDIES[5]								A																									

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[1] Use hospital application form
[2] Contact the HVCC Physician's Assistant office for application and information
[3] Full time only at Mohawk Valley
[4] Contact campus for program options
[5] Identify registered program with [illegible]

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	INTERDISCIPLINARY STUDIES *continued*																																	
0000	UNDECLARED MAJOR																							B										
0424	WOMEN'S STUDIES																								B								B	
	MECHANICAL & ENGINEERING TECHNOLOGIES																																	
0523	AEROSPACE TECHNOLOGY - DESIGN & DRAFTING									A																								
0612	AGRICULTURAL ENGINEERING TECHNOLOGY																				$\boxed{B}$													
0520	AIR CONDITIONING ENGINEERING TECHNOLOGY															B	$\boxed{E}$																	
0491	AIR CONDITIONING TECH (REFRIGERATION)																			B														
0428	AIRCRAFT MAINTENANCE (MECH TECH)																			B														
0568	APPAREL PRODUCTION & RELATED INDUST¹										A																							
•	APPRENTICE TRAINING																																B	
0410	APPRENTICE TRAINING - BUILDING TRADES																					B												
0597	APPRENTICE TRAINING - ELECTRICAL						A													B		B											X	
0412	APPRENTICE TRAINING - MACHINE TRADES																					B												
•	APPRENTICESHIP TRAINING - AUTOMOTIVE																											B						A
0517	ARCHITECTURAL TECHNOLOGY (CIVIL TECH)															B																		
0538	ARCHITECTURAL TECHNOLOGY (CONSTR TECH)						A			A												B									B			
0453	AUTOBODY REPAIR									A						B																		
0590	AUTOMATION/ROBOTICS (MFG TECH)								A																									
0411	AUTOMOTIVE TECH SERVICE															B																		
0525	AUTOMOTIVE TECHNOLOGY					A		A					E									B					X					A		
0540	BUILDING CONSTRUCTION (CONST TECH)														B																			
0480	CHEMICAL ENGINEERING TECHNOLOGY		B																															
0535	CHEMICAL TECHNOLOGY					$\boxed{E}$		B					Ⓐ		$\boxed{B}$	B				B		A					X	B						B
0517	CIVIL ENGINEERING TECHNOLOGY		B					B								B				B														
0542	CIVIL TECHNOLOGY					$\boxed{E}$																							B					B
0433	COMPUTER INTEGRATED MFG TECH						A																											
0540	CONSTRUCTION TECHNOLOGY							B					E		B	B									B						B		B	
0593	DESIGN - DRAFTING	B		Ⓐ								B																					B B	
0450	DRAFTING													B						B														
0467	DRAFTING (INDUSTRIAL TECH)															B																		
1009	DRAFTING & DESIGN TECH (INDUST TECH)																									B								
0504	DRAFTING - MECHANICAL									A																								
0467	DRAFTING, MECHANICAL, INDUSTRIAL PROCESS																				A													
0461	ELECTRICAL CONSTRUCTION & MAINTENANCE²							A								E																		
0460	ELECTRICAL - ELECTRONICS SERVICES																			B														
0699	ELECTRICAL ENGINEERING TECHNOLOGY		B		Ⓐ			B								B				B	B										B			

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	MECHANICAL & ENGINEERING TECH *continued*																																	
0555	ELECTRICAL TECHNOLOGY			B			A						E				E				B	B	B		B		X					B		B
0427	ELECTRICAL TECHNOLOGY – TELECOMMUNICATIONS															B																		
0557	ELECTRO-MECHANICAL TECHNOLOGY						A																									B		
0555	ELECTRONICS (ELECTRICAL TECH)			B										B														A	B		X		B	
0569	ELECTRONICS – COMPUTER SYSTEMS											E																						
0530	ENGINEERING SCIENCE (UNIV PARALLEL)	E	B	B			A	B	A			E	E	B	Ⓐ	B	E		B	B		B		B	B	E	X	X	B		X	B	B	B
•	ENVIRONMENTAL CONTROL																											X						
0481	ENV CONTROL/HAZARDOUS WASTE (WATER QUAL MONITORING)																									A								
•	ENV CONTROL/POLLUTION ABATEMENT																																	B
0517	HIGHWAY TECHNOLOGY (CIVIL TECH)															B																		
•	HIGHWAYS & STRUCTURES (CIVIL TECH)																											X						
•	INDUSTRIAL INSTRUMENTATION TECHNOLOGY																											X	B					
1010	INDUSTRIAL MODELMAKING													A																				
0583	INDUSTRIAL TECHNOLOGY	[E]			[B]								[E]		[B]				[A]								X	X	B	X				
0592	INTERNAL COMBUSTION ENGINE TECH (MECH TECH)																[E]																	
0699	LASER/ELECTRO-OPTICS (ELECT ENGINEERING TECH)															A																		
0490	MACHINING PROCESSES															E																		
0657	MANAGEMENT ENGINEERING TECH (INDUST TECH)[1]							B								B																		
0596	MANUFACTURING TECHNOLOGY																			B														
0595	MATERIALS SCIENCE (MECHANICAL TECH)																			B														
0598	MATERIALS SCIENCE TECHNOLOGY							B															B											
0493	MECHANICAL ENGINEERING TECHNOLOGY		B					B								B				B	B													
0595	MECHANICAL TECHNOLOGY																E				B	B			B		X	X				B		B
0598	METALLURGY (MATERIALS SCIENCE)							B																										
•	OPTICAL TECHNOLOGY																											A						
0679	PATTERNMAKING TECHNOLOGY (INDUST TECH)										B																							
0482	PHOTONICS																			B														
0455	PLANT UTILITIES TECHNOLOGY															B																		
0409	QUALITY CONTROL TECH (INDUST TECH)																					B						A						
0465	REFRIGERATION MECHANICS															E																		
0543	SURVEYING TECHNOLOGY[2]																			B				B										
1022	TELECOMMUNICATIONS TECHNOLOGY									B																								
0663	TEXTILE DEVELOPMENT & MARKETING[3]										A																							
0434	TEXTILE TECHNOLOGY												A																					
0666	WELDING TECHNOLOGY																			B														
	NATURAL SCIENCE TECHNOLOGIES																																	
0515	ANIMAL HUSBANDRY	[E]																																

[1] Evenings only at Hudson Valley
[2] Part time, evenings and weekends only at Sullivan
[3] Upper division programs also available at FIT. Contact FIT admissions

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DEGREE PROGRAMS

KEY TO ENTRY DATES

- A Sept
- B Jan. and Sept
- R Jan., June and Sept
- E Freshman - Sept; Transfer - Jan. and Sept
- F Upper division transfer - Sept; Upper division transfer - Jan. and Sept - Cobleskill, Institute of Technology and Environmental Science & Forestry
- G Transfer - Jan. and Sept
- H Freshman - Jan., June and Sept; Transfer - Sept
- J June only - FIT/Brooklyn; Jan. only - Erie
- S Campus accepts General Study Area curriculum code
- ( ) Campus requires applicant to designate curriculum choice
- [ ] 1st year of one plus one program
- • Not available at this college
- X See college catalog for entry date

CURRICULUM CODE NUMBER	CURRICULUM NAME	COLLEGE NAME AND CODE																																
		69 Adirondack	53 Broome	51 Cayuga	84 Clinton	85 Columbia Greene	55 Dutchess	56 Erie (North)	79 Erie (City)	13 Erie (South)	57 Fashion Institute	82 Finger Lakes	77 Fulton-Montgomery	81 Genesee	80 Herkimer	58 Hudson Valley	59 Jamestown	66 Jamestown (Olean)	74 Jefferson	60 Mohawk Valley	75 Niagara	72 Onondaga	83 Schenectady	73 Sullivan	86 Tompkins Cortland	68 Ulster	Corning	Monroe	Nassau	North Country	Orange	Rockland	Suffolk	Westchester
	NATURAL SCIENCE TECHNOLOGIES *continued*																																	
0413	ANIMAL MANAGEMENT[1]																				A													
	NATURAL SCIENCE TECHNOLOGIES - OTHER																																	
0624	ENVIRONMENTAL HEALTH (PUBLIC HEALTH TECH)												[E]																					
1016	ENVIRONMENTAL STUDIES																															B		
0470	FOOD SERVICE		E																	B														
0620	FOREST TECHNOLOGY[2]	B		B	B	E	B	B	B	B		B	R		(B)	B	B	B	B	B	B	B	B	B					B	X				
•	MARINE & BIOLOGY (SCI LAB TECH)																																A	
0617	NATURAL RESOURCES CONSERVATION											B	E																					
0643	ORNAMENTAL HORTICULTURE - FLORICULTURE	[E]											[E]																					
0611	ORNAMENTAL HORTICULTURE - LANDSCAPE DEVEL											B																						
0471	PROFESSIONAL CHEF																				B			B										
0624	PUBLIC HEALTH TECHNOLOGY												[E]																					
0584	SCIENCE LABORATORY TECHNOLOGY					[E]			B				[E]		[A]				B		B													
	PUBLIC SERVICE RELATED TECHNOLOGIES																																	
0623	ALCOHOLISM & DRUG ABUSE								A															B										
•	AMERICAN SIGN LANGUAGE																												B					
0430	BOWLING MANAGEMENT									A																								
0606	CHILD CARE						A		B																	R			B		B			
0692	CIVIL & PUBLIC SERVICE					[E]										B																		R
0607	COMMUNITY MENTAL HEALTH ASST[3]	B																						B						X				
0541	COMMUNITY MENTAL HEALTH ASST - ALCOHOL COUNSELING								A																									
•	COMMUNITY MENTAL HEALTH ASST - GERONTOLOGY																													X				
0608	COMMUNITY SERVICE ASSISTANT																									B							A	
0640	CRIMINAL JUSTICE - CORRECTIONS, POLICE	B	B	B	B	R	A	B	B			B	R	B	B	B	B	B	B	B	B	B	B	B	B	B	X	B	B	X	B	B	B	B
0416	CRIMINAL JUSTICE - SECURITY														B											B			B					
0710	EARLY CHILDHOOD - HOME CHILD CARE (NANNY)																							B										
0605	EARLY CHILDHOOD - NURSERY EDUCATION		B	B			A								B	B								B					B				B	
•	EXERCISE STUDIES																														B			
0639	FIRE PROTECTION TECHNOLOGY[4]		B							A												B	B				X	X				B		
0472	FITNESS CENTER SPECIALIST																				B			B										
0604	HUMAN SERVICES					R							A	B	B	B	B	B	B	B	B	B	B		B		X	B						B
•	MENTAL HEALTH ASST/SECURE FACILITIES																														B			
0691	PARALEGAL		B						B						A								B	B	B		X		B				B	
0801	PHYSICAL EDUCATION 2/2 CORTLAND				B																													
0478	PHYSICAL FITNESS					A																												

[1] Offered only in even numbered years.

[2] First year of one plus one program with [illegible]

[3] Offered via External Program at college.

[4] Evening only at Erie and Schenectady.

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DEGREE PROGRAMS

KEY TO ENTRY DATES

A Sept
B Jan and Sept
R Jan June and Sept
E Freshman – Sept
Transfer – Jan and Sept
F Upper division transfer – Sept
Upper division transfer – Jan and Sept – Cobleskill Institute of Technology and Environmental Science & Forestry
G Transfer – Jan and Sept
H Freshman – Jan June and Sept
Transfer – Sept
J June only – HSC/Brooklyn
Jan only – Erie
$ Campus accepts General Study Area curriculum code
○ Campus requires applicant to designate curriculum choice
☐ 1st year of one plus one program
• Not available at this college
‡ See college catalog for entry date

CURRICULUM CODE NUMBER	CURRICULUM NAME	[illegible] Adirondack	53 Broome	01 Cayuga	84 Clinton	[illegible] Columbia-Greene	56 Dutchess	[illegible] Erie (North)	79 Erie (City)	13 Erie (South)	57 Fashion Institute	82 Finger Lakes	77 Fulton-Montgomery	81 Genesee	80 Herkimer	[illegible] Hudson Valley	59 Jamestown	[illegible] Jamestown (Olean)	74 Jefferson	[illegible] Mohawk Valley	75 Niagara	72 Onondaga	83 Schenectady	73 Sullivan	86 Tompkins Cortland	[illegible] Ulster	Corning	Monroe	Nassau	North Country	Orange	Rockland	Suffolk	Westchester
	PUBLIC SERVICE RELATED TECH *continued*																																	
0588	POSTAL SERVICE ADM (CIVIL & PUBLIC SERVICE)	•	•	•	•	•	•	•	•	•	•	•	•	•	B	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
0609	RECREATION LEADERSHIP	•	•	•	•	•	A	•	A	A	•	•	•	•	•	•	•	•	•	B	•	B	•	•	B	B	•	B	•	•	•	•	B	•
1023	RECREATION LEADERSHIP – RECREATION MANAGEMENT	•	•	•	•	•	•	•	B	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
0466	RECREATION LEADERSHIP – SPORTS MANAGEMENT	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	B	•	•	•	•	•	•	•	•	•	•
0642	SECURITY ADMINISTRATION	•	•	•	•	•	•	•	•	•	•	•	•	•	•	B	•	•	•	•	•	•	•	•	•	•	•	•	B	•	•	•	•	•
0462	SPORTS & RECREATION MANAGEMENT	•	•	•	•	•	•	•	•	•	•	•	•	•	B	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
•	THERAPEUTIC RECREATION	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	B	•
•	WILDERNESS RECREATION LEADERSHIP	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	X	•	•	•	•

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CERTIFICATE PROGRAMS

KEY TO ENTRY DATES

A Sept.
B Jan. and Sept.
R Jan., June and Sept.
E Freshman - Sept.; Transfer - Jan. and Sept.
F Upper division transfer - Sept.; Upper division transfer - Jan. and Sept. - Cobleskill Institute of Technology and Environmental Science & Forestry
G Transfer - Jan. and Sept.
H Freshman - Jan., June and Sept.; Transfer - Sept.
J June only - (EOP/Summer); Jan. only - [illegible]
S Campus accepts general study area curriculum code
( ) Campus requires applicant to designate curriculum choice
[ ] 1st year of one plus one program
• Not available at this college
X See college catalog for entry date

CURRICULUM CODE NUMBER	CURRICULUM NAME	69 Adirondack	53 Broome	51 Cayuga	64 Clinton	65 Columbia Greene	55 Dutchess	56 Erie (North)	79 Erie (City)	13 Erie (South)	57 Fashion Institute	62 Finger Lakes	77 Fulton-Montgomery	81 Genesee	80 Herkimer	58 Hudson Valley	59 Jamestown	66 Jamestown (Olean)	74 Jefferson	68 Mohawk Valley	75 Niagara	72 Onondaga	83 Schenectady	73 Sullivan	86 Tompkins Cortland	68 Ulster	Corning	Monroe	Nassau	North Country	Orange	Rockland	Suffolk	Westchester
0932	ACCOUNTING			B										R		A			B		A				R								B	
0017	ACCOUNTING CLERK																							B										R
•	ACCOUNTING PROCEDURES																														R			
0903	ACCOUNTING STUDIES					B																					B							
•	ADVERTISING ART																												B					
0957	AIR CONDITIONING - REFRIGERATION						A																											
0050	AIRCRAFT MAINTENANCE TECHNOLOGY				B																													
•	APPLIED ART																																	R
•	ARCHITECTURAL DRAFTING																														R			
0018	ASSISTANT CHEF																						R											
•	AUDIOVISUAL TECHNOLOGY																											B						
0926	AUTOMOTIVE MECHANICS												B														A							
0907	BANKING											B																					B	R
0029	BANKING, INSURANCE & REAL ESTATE									B																								
0046	BOOKKEEPING						A														A								B					
0977	BUILDING REHABILITATION								A																									
0916	BUSINESS		B																															
•	BUSINESS ADMINISTRATION																												B				B	
0976	BUSINESS OFFICE TECHNOLOGY														B											R								
0972	BUSINESS PROGRAMMING & SYSTEMS																						R											
0053	BUSINESS STUDIES																									R								
0972	CIS: BUS PROG & SMALL BUSINESS INFO SYSTEMS					B																												
0971	CIS: OFFICE AUTOMATION					B																												
0973	CIS: TECHNICAL PROGRAMMING					B																												
•	CIVIL & PUBLIC SERVICES																																	R
•	CIVIL TECHNOLOGY - PLANE SURVEYING																											B						
•	CLERICAL STUDIES																													B				
0935	CLERK/TYPIST			B				B	B	B			B																					
0970	COMMERCIAL COOKING	A																																
0904	COMMUNICATIONS & MEDIA ARTS	B																																
1037	COMPUTER AIDED DESIGN & DRAFTING														B																			
0951	COMPUTER ASSISTED DRAFTING TECHNOLOGY						A																											
0016	COMPUTER OPERATOR																							B										
•	COMPUTER SECURITY																											B						
0011	COMPUTER TECHNOLOGY			B																														
•	CONSTRUCTION SUPERVISION																														R			
0924	CONSTRUCTION TECHNOLOGY																								B									
0967	CORRECTIONS ADMINISTRATION			B																														
0947	CRIMINAL JUSTICE		B	B								B	B	R					B						R									

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CERTIFICATE PROGRAMS

KEY TO ENTRY DATES [illegible]

COLLEGE NAME AND CODE

CURRICULUM CODE NUMBER	CURRICULUM NAME	89 Adirondack	53 Broome	91 Cayuga	84 Clinton	86 Columbia Greene	55 Dutchess	56 Erie (North)	79 Erie (City)	13 Erie (South)	57 Fashion Institute	82 Finger Lakes	77 Fulton-Montgomery	81 Genesee	80 Herkimer	58 Hudson Valley	59 Jamestown	85 Jamestown (Olean)	74 Jefferson	60 Mohawk Valley	75 Niagara	72 Onondaga	63 Schenectady	73 Sullivan	87 Tompkins Cortland	88 Ulster	Corning	Monroe	Nassau	North Country	Orange	Rockland	Suffolk	Westchester
•	CRIMINAL JUSTICE - CORRECTIONS ADMINISTRATION																											B						
•	CRIMINAL JUSTICE - LAW ENFORCEMENT																											B						
0937	DATA PROCESSING	B		B								B			B	A											B					R		
0007	DATA PROCESSING - COMPUTER PROGRAMMER			B																														
0009	DATA PROCESSING - SYSTEMS ANALYSIS			B																														
•	DENTAL ASSISTING																															R		
1018	DIAGNOSTIC MEDICAL SONOGRAPHY															A																		
0969	DIETARY MANAGER		B																															
0950	DRAFTING	A		B										R	B	A					A	B				R	A				R		B	A
0968	EARLY CHILDHOOD		B																															
0913	EARLY CHILDHOOD - HOME CHILD CARE (NANNY)																							B										
•	ELECTRICAL APPRENTICE																											B						
0005	ELECTRICAL TECHNOLOGY																								B									
0908	ELECTRICAL WIRING															A																		
0963	ELECTROCARDIOGRAPHIC TECHNICIAN																				A													
0954	ELECTRONICS			B																								A						R
0983	EMERGENCY MEDICAL TECHNOLOGY									B						A																	B	
0952	EVIDENCE TECHNOLOGY					B																												
0964	EXECUTIVE OFFICE ASSISTANT																								R									
•	FASHION BUYING & MERCHANDISING																											B						
0918	FIRE PROTECTION TECHNOLOGY		B																			B					B							
0946	FIRE SERVICE																						R											
•	FLORAL DESIGN																															R		
•	FOOD MANAGEMENT																											A						
•	FOOD PRODUCTION																											A						
0010	FOOD SERVICE																							B										
0916	GENERAL BUSINESS			B											B								R											
0985	GENERAL EDUCATION					B							B																					
0986	GENERAL STUDIES						A								B		R	R			B		R		R									
•	GERIATRIC HEALTH CARE SPECIALIST																												B					
•	GERONTOLOGICAL STUDIES																																B	
0984	GRAPHIC DESIGN/COMPUTER GRAPHICS																								R									
0961	HEATING & AIR CONDITIONING							A																										
•	HEATING, VENTILATING & AIR CONDITIONING																											B						
•	HORTICULTURE																																B	
0815	HOSPITALITY & TOURISM																		R															
0949	HUMAN SERVICES												B												R			B						R
0987	INDIVIDUAL STUDIES												B																	B				
0915	INDUSTRIAL ELECTRONICS & CONTROLS															A																		

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CERTIFICATE PROGRAMS

KEY TO ENTRY DATES

A Sept
B Jan and Sept
C Jan, June and Sept
E Freshman: Sept; Transfer: Jan and Sept
F Upper-division transfer: Sept [illegible]
G Transfer: Jan and Sept
H Freshman: Jan, June and Sept; Transfer: Sept
J [illegible]
S [illegible]
• Not available at this college
R See college catalog for entry date

CURRICULUM CODE NUMBER	CURRICULUM NAME	80 Adirondack	53 Broome	61 Cayuga	64 Clinton	85 Columbia Greene	55 Dutchess	56 Erie (North)	79 Erie (City)	13 Erie (South)	57 Fashion Institute	82 Finger Lakes	77 Fulton-Montgomery	81 Genesee	80 Herkimer	58 Hudson Valley	59 Jamestown	68 Jamestown (Olean)	74 Jefferson	88 Mohawk Valley	75 Niagara	72 Onondaga	83 Schenectady	73 Sullivan	86 Tompkins Cortland	88 Ulster	Corning	Monroe	Nassau	North Country	Orange	Rockland	Suffolk	Westchester
•	INDUSTRIAL INSTRUMENTATION TECHNOLOGY																											A						
0988	INDUSTRIAL TECHNOLOGY		B																															
•	INSURANCE																												B					R
0989	INTERIOR DESIGN		B																									B						
0054	LABOR STUDIES																				A													
0998	LANDSCAPE DEVELOPMENT & MAINTENANCE[1]																									R								
•	LANDSCAPING																															R		
•	LAW ENFORCEMENT/SECURITY																														R			
0037	MACHINE OPERATOR																					B												
•	MACHINE SHOP OPERATOR																																	A
•	MACHINE TOOL TECHNOLOGY																																B	
0042	MANAGEMENT PRACTICES							A																										
0043	MANUFACTURING PLANNING							A																										
0041	MATERIALS REQUIREMENT PLANNING							A																										
0045	MEDICAL INFORMATION PROCESSING												B																					
•	MEDICAL OFFICE AIDE																															R		
0980	MEDICAL OFFICE PRACTICE							B																										
0062	MEDICAL TRANSCRIPTIONIST														B																			
0039	MODELMAKING													A																				
0900	MUSIC																						R											
0030	MUSIC STUDIES																									R								
0993	NON DESTRUCTIVE TESTING																						R											
•	NUMERICAL CONTROL PROGRAMMING																										B							
0930	OFFICE PRACTICES											B							B	B												R		
0981	OFFICE TECHNOLOGY		B			B																B												
0909	Clerical					B																												
0813	Executive					B																			R									
•	OFFICE TECHNOLOGY/SECRETARIAL SCIENCE																											B						
0925	OIL BURNER SERVICE & CONTROLS															A																		
•	OPTICAL TECHNOLOGY																											A						
0914	ORNAMENTAL HORTICULTURE											B									A													
0033	OUTDOOR RECREATION											B																						
0966	PARALEGAL ASSISTANT		B																															
0905	PHLEBOTOMIST						A																											R
•	PHOTOGRAPHY																												B					
0055	PLASTICS & POLYMERS																						R											
•	PRACTICAL NURSING																													A				A
0943	PROFESSIONAL COOKING																					B												
•	PUBLICATION DESIGN																															R		

[1] Offered only at Woodbourne Correctional Facility

CERTIFICATE PROGRAMS

KEY TO ENTRY DATES
A Sept
B Jan. and Sept
C Jan., June and Sept
E Freshman Sept / Transfer Jan. and Sept
F Upper division transfer Sept / Upper division transfer Jan. and Sept [illegible]
G Transfer Jan. and Sept
H Freshman Jan., June and Sept / Transfer Sept
J [illegible]
S [illegible]
○ [illegible]
□ [illegible]
• Not available at this college
? [illegible]

COLLEGE NAME AND CODE

CURRICULUM CODE NUMBER	CURRICULUM NAME	69 Adirondack	53 Broome	51 Cayuga	64 Clinton	85 Columbia Greene	55 Dutchess	56 Erie (North)	79 Erie (City)	13 Erie (South)	57 Fashion Institute	62 Finger Lakes	77 Fulton Montgomery	81 Genesee	80 Herkimer	58 Hudson Valley	59 Jamestown	80 Jamestown (Olean)	74 Jefferson	60 Mohawk Valley	75 Niagara	72 Onondaga	83 Schenectady	73 Sullivan	86 Tompkins Cortland	88 Ulster	Corning	Monroe	Nassau	North Country	Orange	Rockland	Suffolk	Westchester
0044	QUANTITY FOOD PRODUCTION												B																					
0902	RADIO BROADCASTING	B													B																			
•	REAL ESTATE																												B				B	R
0992	REAL ESTATE MANAGEMENT					B																												
0941	REAL ESTATE SALES & BROKER															A																		
0061	RECEPTIONIST - GENERAL OFFICE														B																			
0020	RECREATION ASSISTANT[1]																									R								
0052	REHABILITATION SERV - DEVELOPMENTALLY DISABLED																				B													
0910	RESCUE SERVICE									B																								
0944	RESPIRATORY CARE																			A		B												
•	RETAIL BUSINESS MANAGEMENT																											B						
0934	RETAIL MERCHANDISING																		B															
0936	RETAILING											B																						
0927	SECRETARIAL STUDIES	B		B								B	B														B			B				R
•	SELLING & BUSINESS PROCEDURES																														R			
0950	SERVICE TECHNICIAN																				B													
•	SKI AREA MANAGEMENT																													B				
0933	SMALL BUSINESS MANAGEMENT					B		B	B	B					B										B			B	B					
0030	SPECIAL STUDIES																R	R																
0965	STENO/CLERICAL																				B													
0031	STENOGRAPHY				B																										R			
0027	SUBSTANCE CONTROL COUNSELING					B																												
0028	SURGICAL TECHNOLOGY																				A	B												
•	SURVEYING																														R			
0975	TAXIDERMY											B																						
0057	TELEPHONY									A																								
0958	TELEVISION BROADCASTING														B																			
•	TOOL & DIE MAKING																																	A
0066	TOURISM, SALES & CONVENTION MANAGEMENT																						R											
•	TRAVEL & TOURISM																																B	
•	TYPEWRITING																														R			
0712	WELDING					A																												
0974	WELDING TECHNOLOGY						A																											
0996	WORD PROCESSING	B			B	B	A					B	B	R	B							B	R		R		B		B			R		R
0056	YOUTH WORKER (CHILD CARE)						A																											

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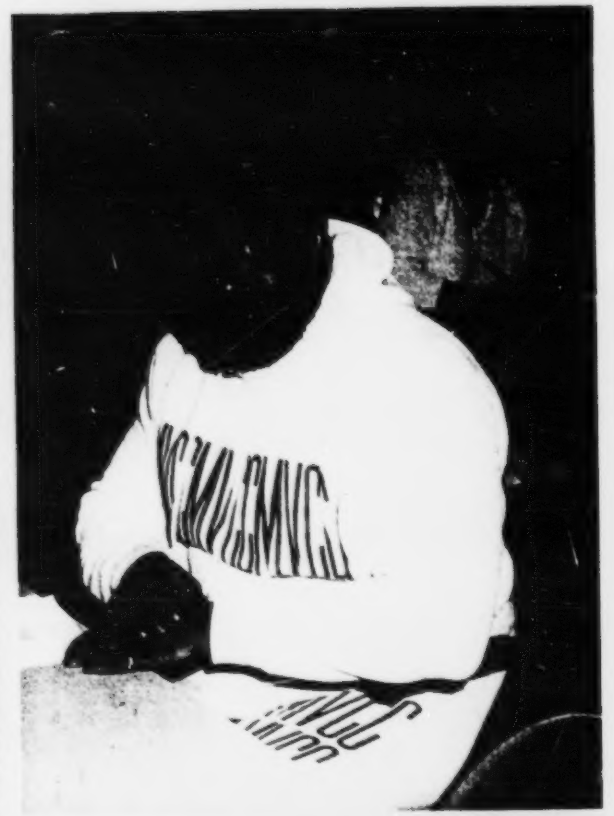

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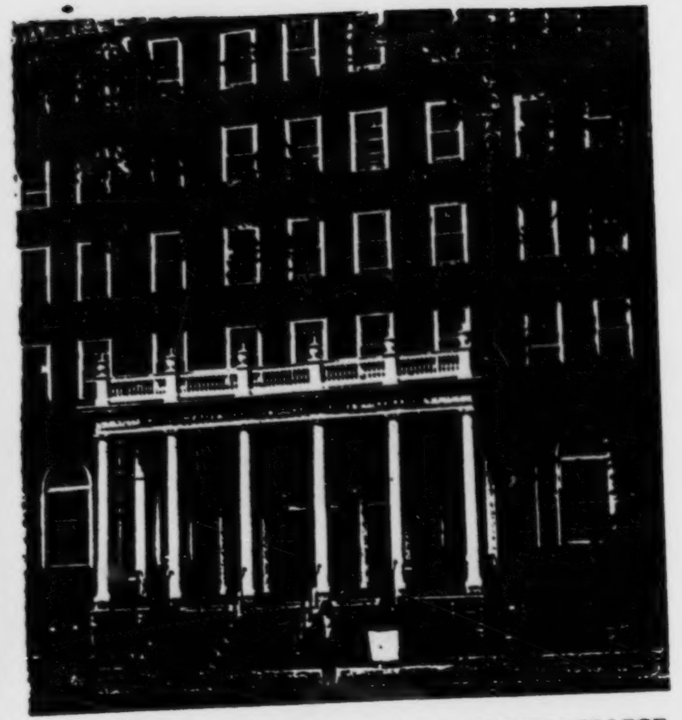

SCHENECTADY COUNTY COMMUNITY COLLEGE

78 Washington Avenue/Schenectady, New York 12305

Phone: (518) 346-6211

More than 6,000 students have graduated from Schenectady County Community College in the last two decades. SCCC offers more than 33 degree and certificate programs including the nationally recognized Hotel Technology and Culinary Arts programs. The only college in the entire Northeast to offer a Nondestructive Testing program, SCCC also established the only chemistry-oriented two-year program in Plastics and Polymer Technology in New York State. The Music Department at SCCC has received acclaim as one of only two New York State two-year colleges to receive accreditation by the National Association of Schools of Music.

A strong transfer institution, SCCC has established numerous agreements with the State University of New York, including the Crane School of Music at Potsdam, and other major universities. SCCC offers joint admissions to SUNY Albany, guaranteeing credit transfer in 25 programs.

THE GRADUATES

What happens to the graduates of SUNY's community colleges?

The most recent statistics indicate that about half continue study in other colleges, while half immediately enter the world of work.

Over the past several years, it has become easier for community college graduates to transfer to four-year public and private colleges and universities. A State University policy guarantees junior-level status to all community college graduates of transfer (baccalaureate parallel) programs in comparable programs at a four-year college of the University. In addition, many SUNY four-year institutions accept graduates of career or occupational programs into certain programs.

Individual community colleges make a number of separate arrangements with private four-year colleges. Normally, a private college will agree to accept all graduates of certain community college programs into specified curricula offered on its campus.

Studies show that community college transfer students perform as effectively at four-year colleges as the students who began at those institutions.

A number of placement studies have also been conducted to determine if students are being placed in positions for which they have been trained. The close relationship developed with business and industry in local sponsorship areas indicates that the skills acquired by students are enabling them to make the transition demanded to the world of work. Ninety-three percent of all graduates either become employed or transfer to other institutions of higher learning.

Professional licensing examinations, which use standardized tests on a statewide basis and determine patterns of performance, are among the most reliable performance indicators for graduates. For example, nursing graduates take these examinations to become registered nurses. Community college graduates have scored consistently well, adding credence to the effectiveness of the programs.

The community colleges of New York are committed to quality education for their students. The continued rigorous examination of programs and results help guarantee that quality. ■

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SUFFOLK COUNTY COMMUNITY COLLEGE

Ammerman Campus

533 College Road/Selden, New York 11784
Phone: (516) 451-4110

Western Campus

Crooked Hill Road/Brentwood, New York 11717
Phone: (516) 434-6719

Eastern Campus

Speonk-Riverhead Road/Riverhead, New York 11901
Phone: (516) 548-2500

Suffolk County Community College opened its doors in 1960, enrolling 171 full-time and 335 part-time students in temporary facilities at Sachem Junior-Senior High School in Ronkonkoma.

The College has effectively served the citizens of Suffolk County and has expanded to a multi-campus system with an enrollment of 20,000. The three campuses which comprise the College are located in Selden (156 acres), Brentwood (207 acres), and Riverhead (192 acres). The College also operates a Marine Science Center at Cedar Beach in Southhold Township (50 acres), as well as a satellite facility called the TechniCenter, located in the Hauppauge Industrial Park, which offers special programs for business and industry.

Suffolk offers a full range of general, liberal arts, technical and occupational curricula including several unique programs in areas such as Marine Science, Paralegal Studies, Women's Studies, Telecommunications, Food Service Administration, Hotel Technology, Computer Information Systems, and Interpreting for the Deaf.

SULLIVAN COUNTY COMMUNITY COLLEGE

Loch Sheldrake, New York 12759

Phone: (914) 434-5750

Sullivan County Community College opened its doors in 1963 in a building which housed a former high school. In 1974, the College moved to its present site in Loch Sheldrake.

In addition to its on-campus course offerings, Sullivan has established four off-campus sites in Wurtsboro, Livingston Manor, Roscoe and Narrowsburg.

More than 70 percent of its full-time students come from out-of-county, giving Sullivan a cosmopolitan atmosphere rarely found in a rural community college. And, as the only institution of higher education in its sponsorship area, SCCC has become not only an educational center, but a source for cultural and social events as well through the activities of the Continuing Education and Community Services divisions. Its location in the Catskill resort area provides opportunities for students to work at part-time and summer jobs.

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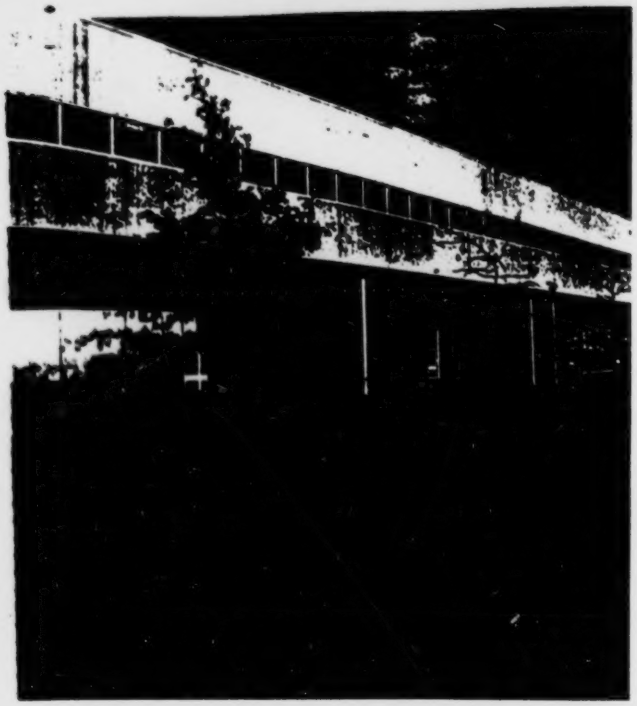


TOMPKINS CORTLAND COMMUNITY COLLEGE

170 North Street/Dryden, New York 13053
Phone: (607) 844-8211

Tompkins Cortland Community College is located in an area rich in culture, education, and recreation. From symphonies to skiing to scholarship, Tompkins Cortland provides opportunities galore for students and area residents.

All of the functions of this modern community college are housed in a striking, two-story building. The elongated, single structure is at the heart of a 220-acre campus, most of which has been kept in its natural state. The building has more than six acres of classrooms, laboratories, offices, television and art studios, a theatre, and recreational and community facilities all under one roof.

In addition to the main campus at Dryden, day, night and weekend classes for part-time and full-time students are conducted at extension centers in the College's service area.

Tompkins Cortland Community College is proud of its college transfer program in traditional areas of study as well as its career-oriented programs designed to meet the needs of the diverse population that it serves.

THE FUTURE

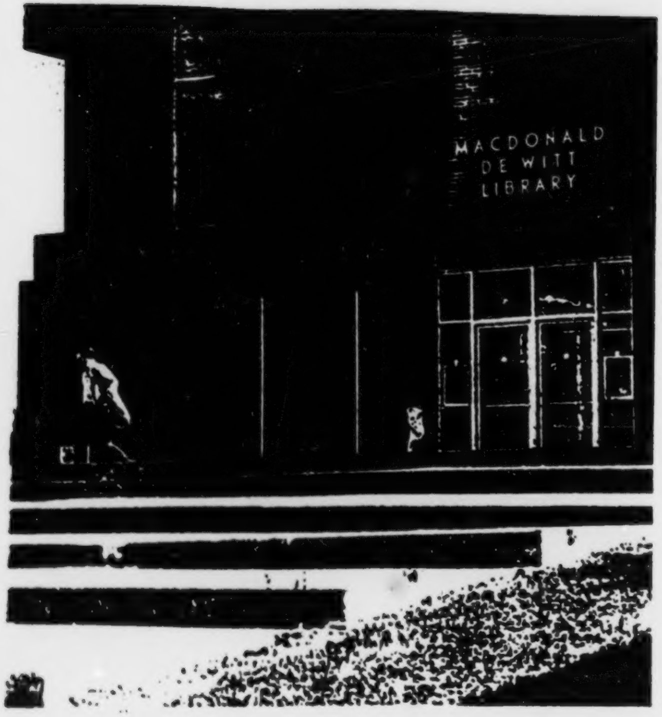
If enrollment data are any indication of the continued success of New York's community colleges, then the future is very bright, indeed. For, in spite of predictions by many educators that enrollment at America's colleges would decline, the number of citizens attending SUNY's community colleges has soared to record levels.

At some New York community colleges, more than half of the students are older students. A majority of them are women, individuals interested in new job skills in difficult economic times and those who, like many Americans, find themselves with more leisure time and want to put it to useful purposes.

Community colleges are convenient and low cost, and respond well to the needs of all students. In the future, a wider, more intense examination of the teaching-learning and counseling processes as they apply to the older student can be expected. Community colleges are pledged to creativity and innovation, so it should be quite natural for them to devise improved delivery systems to serve a new clientele.

Also, community colleges must be able to stand inspection. Although all of SUNY's community colleges are fully accredited by the Commission on

Higher Education of the Middle States Association of Colleges and Secondary Schools, the college must also accept openly the praise and criticism of its local community. If the community service role is a natural extension of the institution's educational role — as many educators feel — then the college must address itself to the economic, cultural and social concerns of the community. The college should be the catalyst for an improved community environment, but must expect considerable scrutiny from the constituencies it serves. ■



ULSTER COUNTY COMMUNITY COLLEGE

Stone Ridge, New York 12484

Phone: (914) 687-5000

Ulster County Community College began its first academic year in September, 1963. Classes were held at a temporary campus in an old historic Kingston building that was made available through the School District. The permanent campus at Stone Ridge was dedicated in October of 1967. The campus is located on 165 acres of gently sloping meadowland and apple orchards. To the west, the land rises into the beautiful Catskill Mountains, and to the east into the Shawangunk Mountains. The nine buildings, covering 237,598 square feet, contain classrooms, science and technical laboratories, library, health and physical education facilities, areas for music, art, drama and speech, student services, a visual arts gallery and an auditorium. Since its opening, the College has enrolled over 50,000 students.

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WESTCHESTER COMMUNITY COLLEGE

75 Grasslands Road/Valhalla, New York 10595

Phone: (914) 285-6600

Westchester Community College started over 40 years ago as the New York State Institute of Applied Arts and Sciences in While Plains, the county seat. In 1957 it moved three miles northwest to 218 acres of beautiful rolling land which had been the estate of A. & P. magnate John Hartford. Among the facilities available to all students and to the community are a science building, a learning resource center with fully automated catalog and circulation system, technologies and classroom buildings, a student center, physical education complex and an academic arts building which includes a 400-seat theatre, art studios, dance studios, music facilities and an administration building.

In addition to its credit courses, the College has a full range of non-credit courses, enabling students of all ages to sharpen skills and broaden interests. Specialized corporate education and innovative programs for older learners are offered by, respectively, the Professional Development Center and Mainstream, the Retirement Institute.

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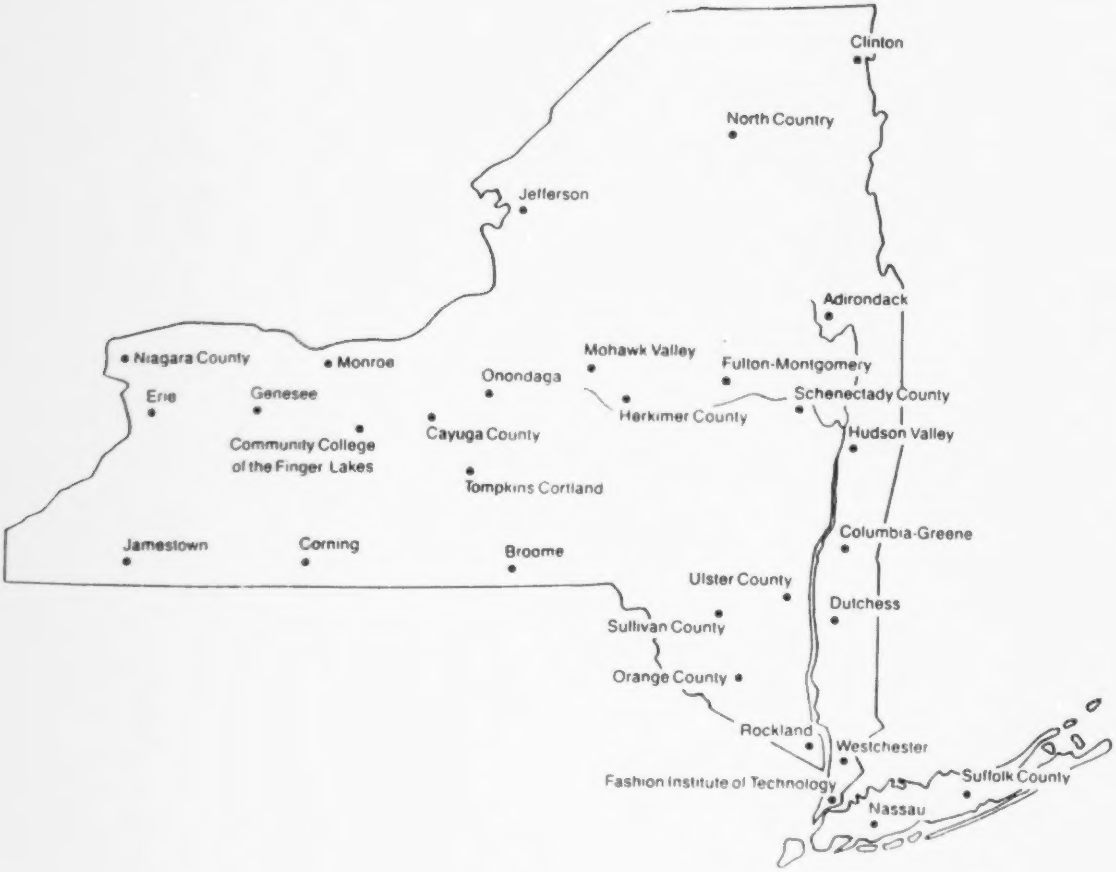
THE COMMUNITY COLLEGES OF THE STATE UNIVERSITY OF NEW YORK


Clinton
North Country
Jefferson
Adirondack
Niagara County
Monroe
Mohawk Valley
Fulton-Montgomery
Onondaga
Erie
Genesee
Schenectady County
Herkimer County
Cayuga County
Hudson Valley
Community College of the Finger Lakes
Tompkins Cortland
Columbia-Greene
Jamestown
Corning
Broome
Ulster County
Dutchess
Sullivan County
Orange County
Rockland
Westchester
Suffolk County
Fashion Institute of Technology
Nassau

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DEGREE PROGRAMS

KEY TO ENTRY DATES

A Sept.
B Jan. and Sept.
R Jan., June and Sept.
E Freshman - Sept.; Transfer - Jan. and Sept.
F Upper division transfer - Sept.; Upper division transfer - Jan. and Sept. - Cobleskill, Institute of Technology and Environmental Science & Forestry
G Transfer - Jan. and Sept.
H Freshman - Jan., June and Sept.; Transfer - Sept.
J June only - HSC Brooklyn; Jan. only - Erie
S Campus accepts General Studies Area curriculum code
○ Campus requires applicant to designate curriculum choice
□ 1st year of one plus one program
• Not available at this college
X See college catalog for entry date

CURRICULUM CODE NUMBER	CURRICULUM NAME	COLLEGE NAME AND CODE																																
		69 Adirondack	53 Broome	51 Cayuga	84 Clinton	85 Columbia Greene	55 Dutchess	56 Erie (North)	79 Erie (City)	13 Erie (South)	57 Fashion Institute	82 Finger Lakes	77 Fulton-Montgomery	81 Genesee	80 Herkimer	58 Hudson Valley	59 Jamestown	[illegible] Jamestown (Olean)	74 Jefferson	[illegible] Mohawk Valley	75 Niagara	72 Onondaga	83 Schenectady	73 Sullivan	86 Tompkins Cortland	[illegible] Ulster	Corning	Monroe	Nassau	North Country	Orange	Rockland	Suffolk	Westchester
	BUSINESS & COMMERCE TECHNOLOGIES																																	
	BUSINESS & COMMERCE TECHNOLOGIES - ADVERTISING																																	
•	ADVERTISING																															B		
0662	ADVERTISING DESIGN (ART)[1]										A																							
0508	ADVERTISING DESIGN & PRODUCTION																			B														
0502	COMMERCIAL ART						A							B										B										
0501	COMMUNICATIONS & MEDIA ARTS	B	A			[E]	A							B							A			B		B		B				B	B	B
0661	DISPLAY & EXHIBIT DESIGN										A																							
0509	GRAPHIC ARTS & ADVERTISING TECHNOLOGY											B										B				B						B	A	
0436	GRAPHIC DESIGN/COMPUTER GRAPHICS																								B									
0654	ILLUSTRATION[1]										A																							
0558	MEDIA MARKETING & MANAGEMENT																			B														
0660	PHOTOGRAPHY										A									B		B		B										
0677	VISUAL COMMUNICATIONS TECHNOLOGY									A			E																					
•	Graphic Arts Printing																											B						
•	Photography/Television																											B						
	BUSINESS & COMMERCE TECHNOLOGIES - BUSINESS																																	
0630	ACCOUNTING	B	B	B	B	R	B					B	R	B	B	B	B		B	B	B	B	B	B	B	B	X	B	B		B	B	B	B
0653	ADVERTISING & COMMUNICATIONS (BUSINESS)[1]										A																							
0641	BANKING	B				R													B			B									B		B	
0601	BANKING & INSURANCE																			B		B												
0631	BANKING, INSURANCE, REAL ESTATE								A	A					[B]				[A]													B	B	B
0632	BUSINESS ADMINISTRATION - CAREER	B		B	B	R	B	B	B	B		B	R	B	B		B		B		B	B	B	B	B	B	X			X	B	B	B	B
0407	BUSINESS ADMINISTRATION - INTERNATIONAL BUSINESS								B							B																		
0671	BUSINESS ADMINISTRATION - TRANSFER	B	B	B	R	R	R	B	B	B		B	R	B		B	R	B	B	B		B	B	B	B	B	X	B	B	X	B		B	B
0422	BUSINESS - INDUSTRIAL DISTRIBUTION																				A													
•	COURT ADMINISTRATION																																X	
0652	FASHION BUYING & MERCHANDISING[1]								B		B			B														B	B					
0550	FINANCIAL SERVICES															B																		
0693	HEALTH SERVICES MANAGEMENT														B																			
1004	INSURANCE & REAL ESTATE					R																												
0496	INSURANCE & RISK MANAGEMENT																							B										
•	LEISURE SERVICES MANAGEMENT																														B			
0633	MARKETING	B	B	B										B	B	B	B							B				B	B			B	B	B
•	MARKETING MANAGEMENT & SALES																														B			
0637	OFFICE MANAGEMENT														B									B									B	
0667	OFFICE TECHNOLOGIES	B			B		B	B	B	B					A				B			B				B		B			B		B	B

[1] Upper division programs also available at FIT. Contact FIT admission.

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DEGREE PROGRAMS

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G Transfer – Jan. and Sept.
H Freshman – Jan., June and Sept. Transfer – Sept.
J June only – [illegible] Jan. only – [illegible]
S Campus accepts [illegible]
( ) Campus requires applicant to designate curriculum choice
[ ] 1st year of one plus one program
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	BUSINESS & COMMERCE TECHNOLOGIES *continued*																																	
0529	PURCHASING & MATERIALS MANAGEMENT							A																										
0634	RETAIL BUSINESS MANAGEMENT	B		B			B		B			B		B			B	B		B	B			B	B	B		B	R	X	B		B	B
0625	SECRETARIAL SCIENCE			B		R						B	E							B			B	B			X	B		X		B		
•	SECRETARIAL SCI/OFFICE MGMT/OFFICE TECH																																	
0668	Administrative Assistant											B			A							B	B								B			
0647	Court Reporting														A																			
0674	Executive		B	B		R						B		B					B	B					B			B	B					
0438	Executive Office Assistant															B																		
0439	Information Processing Specialist																				B													
0673	Legal														A					B								B	B					B
0676	Medical	B													A	B			B	B									B	X				
0437	Secretarial Administration																				B													
0694	Word Processing	B	B	B		B	A	B	B	B		B	E	B	A				B	B			B	B	B		X		B		B	B		
•	TRAFFIC & TRANSPORTATION SYSTEMS																												B					
	BUSINESS & COMMERCE TECHNOLOGIES – OTHER																																	
0568	APPAREL PRODUCTION & RELATED INDUST'										A																							
0458	BROADCAST COMMUNICATIONS	B																																
0576	BUILDING MANAGEMENT & MAINTENANCE								B											B														
•	COMMUNICATION ARTS																												B					
0501	COMMUNICATIONS & MEDIA ARTS	B	A			[E]	A							B							A			B		B		B				B	B	B
0417	CRAFTS MANAGEMENT												R																	X				
0578	CULINARY ARTS								A														B											
0573	DIETETIC TECH – NUTRITION CARE (FOOD SERV ADM)						A	A																								B	B	A
0570	FOOD SERVICE ADMINISTRATION												E		[B]				[A]			B										B	A	
•	FOOD SERVICE ADMINISTRATION – FOODS & NUTRITION																																	X
0572	FOOD SERVICE ADMINISTRATION – RESTAURANT MGMT							B																A									X	B
0644	HOSPITALITY & TOURISM																		B															
0533	HOTEL & RESTAURANT MANAGEMENT		B																				B											
1005	HOTEL & RESTAURANT MANAGEMENT 2/2 PLATTSBURGH				R																													
0575	HOTEL TECHNOLOGY								A			B							[A]			B		B	B			B					A	
•	HOTEL TECHNOLOGY – ADMINISTRATION																																X	
0582	HOTEL TECHNOLOGY – HOSPITALITY MGMT													B																				
0696	LABOR STUDIES																					B			B									
•	MEDIA																												B					
0659	MENSWEAR DESIGN & MARKETING										A																							
0587	MUSIC MERCHANDISING	[E]																					B											

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	BUSINESS & COMMERCE TECHNOLOGIES *continued*																																	
0691	PARALEGAL		B						B						A								B	B	B		X		B				B	
1036	PHOTOGRAPHIC TECHNOLOGY														B																			
0471	PROFESSIONAL CHEF																				B			B										
0685	RADIO & TELEVISION BROADCASTING			B											B							B			B									
0537	RADIO & TELEVISION TECHNOLOGY			B																														
•	RECREATION FACILITY MANAGEMENT																													B				
0572	RESTAURANT MANAGEMENT																		[A]	B				A	B				B					
0415	TELECOMMUNICATIONS MANAGEMENT														B	B						B	B											
0663	TEXTILE DEVELOPMENT & MARKETING¹										A																							
0434	TEXTILE TECHNOLOGY												A																					
0680	TRAVEL & TOURISM	B	B									B		B	B								B	B	B			A				B	A	
	DATA PROCESSING TECHNOLOGIES																																	
0581	COMPUTER INFORMATION SYSTEMS						A	B	J	A			R	B		B	B	B	B					B	B	B	B	B			B		B	B
0629	COMPUTER INFORMATION SYSTEMS - MICROCOMPUTERS																									B								
0495	COMPUTER REPAIR TECHNOLOGY									A				A																				
0532	COMPUTER SCIENCE	B	B	B		B	A	B				B	R		B		B	B	B	B	A	B	B		B	B	X	X	B	X	R		B	B
0405	COMPUTER SYSTEMS TECHNOLOGY							A																										
0559	COMPUTER TECHNOLOGY		B	B									E				A					B						A						
•	COMPUTING GRAPHICS TECHNOLOGY																										X							
0636	DATA PROCESSING	B	B	B		R						B			B				B	B	A	B					X		B			B		B
0591	PROGRAMMING & SYSTEMS											B								B			B									B		
	FINE & APPLIED ARTS																																	
0446	ACCESSORIES DESIGN										A																							
•	ACTING																												B					
0662	ADVERTISING DESIGN (ART)¹										A																							
•	ART STUDIES																												B					
1006	ARTS & CRAFTS																			B														
0502	COMMERCIAL ART						A							B										B					B					
•	DANCE																												B					
0661	DISPLAY & EXHIBIT DESIGN										A																							
0651	FASHION DESIGN¹										R																		B					
0664	FINE ARTS										A		R		B					A	R								B				B	B
0476	FUR DESIGN										A																							
0509	GRAPHIC ARTS & ADVERTISING TECHNOLOGY											B										B				B						B	A	

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C Jan., June and Sept
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Transfer – Jan. and Sept
F Upper-division transfer – Sept
Upper-division transfer – Jan. and Sept – Cobleskill, Institute of Technology and Environmental Science & Forestry
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Jan. only – Erie
S Campus accepts General Studies Area curriculum code
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| | 1st year of one-plus-one program
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COLLEGE NAME AND CODE

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	FINE & APPLIED ARTS *continued*																																	
0654	ILLUSTRATION[1]										A																							
0656	INTERIOR DESIGN[1]										A											B						A					A	
0678	JEWELRY DESIGN										A																							
0454	LEATHER TECHNOLOGY												A																					
0659	MENSWEAR DESIGN & MARKETING										A																							
0681	PERFORMING ARTS – DRAMA																						B										B	X
•	PERFORMING ARTS – GENERAL																															B		B
0682	PERFORMING ARTS – MUSIC	[E]																			B	B	B						B				B	B
0660	PHOTOGRAPHY										A									B		B		B										
•	TECHNICAL THEATRE																												B					
0658	TEXTILE/SURFACE DESIGN[1]										A											B												
0695	THEATRE ARTS																				B												B	
	HEALTH SERVICES & PARAMEDICAL TECHNOLOGIES																																	
0623	ALCOHOLISM & DRUG ABUSE								A															B										
0614	BIOLOGICAL TECHNOLOGY												A															B						
•	BIOMEDICAL ENGINEERING TECHNOLOGY																											X						
0607	COMMUNITY MENTAL HEALTH ASSISTANT[2]	B																						B						X				
0541	COMMUNITY MENTAL HEALTH ASST – ALCOHOL COUNSELING								A																									
•	COMMUNITY MENTAL HEALTH ASST – GERONTOLOGY																													X				
0885	CYTOTECHNOLOGY 2/1 HSC/SYRACUSE																		B			B												
0545	DENTAL HYGIENE		A					A								A						A						A			A			
0547	DENTAL LABORATORY TECHNOLOGY									A																								
0573	DIETETIC TECH NUTRITION CARE (FOOD SERV ADM)						A	A																								B	B	A
0553	ELECTROENCEPHALOGRAPHY TECHNOLOGY[3]																				A													
0574	MEDICAL ASSISTANT		A																		B													
0600	MEDICAL LABORATORY TECHNOLOGY[4]		B		A		A	A				[E]	[E]	[B]	[B]	[B]	[E]	[E]				A			A				A	X	B	B		B
0602	MEDICAL OFFICE ASSISTANT							A																										
0603	MEDICAL RECORD TECHNOLOGY		A																	B		B						X				B		
0883	MEDICAL TECHNOLOGY 2/2 HSC/SYRACUSE		A																B			A												
0599	MORTUARY SCIENCE	[E]				[B]		A	A	A			[E]		B	E					B													
0622	NURSING[4]	E	A	B	A	E	A	B	J			B	E	A		E	E	E	A	A	E	B		A	A	B	X	X	A	X	X	B	A	A
0435	NURSING IN COOP WITH ELLIS HOSP[5] (1101 Nott St., Schenectady NY 12308)																						A											
0406	NURSING IN COOP WITH MEMORIAL HOSP[5] (Northern Blvd., Albany NY 12204)															A																		
0475	NURSING IN COOP WITH MILLARD FILLMORE HOSP[5] (3 Gates Circle, Buffalo NY 14209)								A																									

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DEGREE PROGRAMS

KEY TO ENTRY DATES
A Sept
B Jan. and Sept.
R Jan., June and Sept.
E Freshman - Sept. [illegible] - Jan. and Sept.
X [illegible] - Sept. [illegible] - Jan. and Sept. [illegible]
G [illegible] - Jan. and Sept.
H Freshman - Jan., June and Sept. [illegible] - Sept.
[illegible]
( ) [illegible]
[ ] [illegible] program
• Not available at this college
[illegible]

CURRICULUM CODE NUMBER		CURRICULUM NAME	60 Adirondack	53 Broome	91 Cayuga	94 Clinton	96 Columbia Greene	55 Dutchess	58 Erie (North)	79 Erie (City)	13 Erie (South)	57 Fashion Institute	92 Finger Lakes	77 Fulton-Montgomery	61 Genesee	90 Herkimer	56 Hudson Valley	59 Jamestown	64 Jamestown (Olean)	74 Jefferson	68 Mohawk Valley	75 Niagara	72 Onondaga	83 Schenectady	73 Sullivan	86 Tompkins Cortland	58 Ulster	Corning	Monroe	Nassau	North Country	Orange	Rockland	Suffolk	Westchester
		HEALTH SERVICES & PARAMEDICAL TECH *continued*																																	
0554		NURSING IN COOP WITH ST. JOSEPH'S HOSP[1] (Prospect Ave., Syracuse, NY 13203)																				B													
0403		NURSING IN COOP WITH SAMARITAN HOSP[1] (Burdett Ave., Troy, NY 12180)															A																		
1014		NUTRITION & DIETETICS																			R														
0665		OCCUPATIONAL THERAPY ASSISTANT							A							(A)																A	B		
0549		OPTHALMIC DISPENSING							A																										
•		OPTICAL TECHNOLOGY																										A							
0690		ORTHOTICS ASSISTANT TECHNOLOGY						A																											
0489		PHYSICAL THERAPIST ASSISTANT		A												(A)						A	A							A		A		A	
0626		PHYSICIAN'S ASST IN COOP WITH ALBANY MEDICAL COLLEGE[2]															[A]																		
0624		PUBLIC HEALTH TECHNOLOGY												[E]																					
0628		RADIOLOGIC (X-RAY) TECHNOLOGY		A													E				B	A							X	A	X	A			A
0669		RADIOTHERAPY TECHNOLOGY (RADIOLOGIC TECH)								A																				A					
0426		RESIDENCE PROGRAM MANAGEMENT														B																			
0440		RESPIRATORY CARE	[E]			[A]			A								E						B												
0432		RESPIRATORY CARE 1/2 HSC/SYRACUSE		A	A										A					B											B				
•		RESPIRATORY THERAPY TECHNOLOGY																												A			B		A
0522		SURGICAL TECHNOLOGY																												A					
		INTERDISCIPLINARY STUDIES																																	
•		ADIRONDACK STUDIES																													X				
•		AFRO-AMERICAN STUDIES																												B					
1016		ENVIRONMENTAL STUDIES																							B										
0688		INDIVIDUAL STUDIES[3]		B		B	R							R			B	B	B	B	B						B				X	R			R
0531		INTERNATIONAL STUDIES																			B														
0250		GENERAL STUDIES							B	R	B			R	B	B					B		B			B		X	B					R	
0201		HUMANITIES	B		B	B	R	B	B	R	B		B	R	B	B	B	B	B	B	B	B	B	B	B	B	B		B	B	X	B	B	B	B
0201		HUMANITIES/SOCIAL SCIENCE																										X							
0635		LIBERAL ARTS & SCIENCES		B																					B				B	B	X				
0221	University	MATHEMATICS	B		B	B		B	B				B	R	B	B	B	B	B	R	B	R	B		B		B			B	X	R	B	R	B
0645	Parallel	MATHEMATICS/SCIENCE					R																B	B		B		X			X				
0202	Program	PRE-ENVIRONMENTAL SCIENCE & FORESTRY	B	B	B	B		B	B	R	B		B			A	B	B	B	B	B	R	B		B	B	B		X	B	X	R	B	R	
0220		SCIENCE	B		B	B		B	B	R	B		B	R	B	B	B	B	B	R	B	B	B	R	B		B		X	B	X	R	B	R	B
0212		SOCIAL SCIENCE	B		B	B	R	B	B	R	B		B	R	B	B	B	B	B	R	B	B		R	B	B	B		X	B	X	B	B	B	B
0425		TEACHER EDUCATION TRANSFER[4]													B									B					B						
1007		TEACHER PREPARATION IN ELEMENTARY ED[5]								A																									
1008		TEACHER PREPARATION IN SOCIAL STUDIES[5]								A																									

[illegible]

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DEGREE PROGRAMS

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E Freshman - Sept
Transfer - Jan. and Sept
F Upper division transfer - Sept
Upper division transfer - Jan. and Sept - [illegible] Institute of Technology and Environmental Science & Forestry
G Transfer - Jan. and Sept
H Freshman - Jan., June and Sept
Transfer - Sept
J June only - [illegible]
Jan. only - [illegible]
S [illegible]
○ [illegible]
☐ [illegible]
• Not available at this college
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		COLLEGE NAME AND CODE																																
CURRICULUM CODE NUMBER	CURRICULUM NAME	Adirondack	53 Broome	61 Cayuga	64 Clinton	Columbia Greene	55 Dutchess	Erie (North)	70 Erie (City)	Erie (South)	57 Fashion Institute	62 Finger Lakes	77 Fulton-Montgomery	Genesee	Herkimer	Hudson Valley	59 Jamestown	Jamestown (Olean)	74 Jefferson	Mohawk Valley	75 Niagara	72 Onondaga	83 Schenectady	Sullivan	Tompkins Cortland	Ulster	Corning	Monroe	Nassau	North Country	Orange	Rockland	Suffolk	Westchester
	INTERDISCIPLINARY STUDIES *continued*																																	
0000	UNDECLARED MAJOR																							B										
0424	WOMEN'S STUDIES																								B								B	
	MECHANICAL & ENGINEERING TECHNOLOGIES																																	
0523	AEROSPACE TECHNOLOGY - DESIGN & DRAFTING									A																								
0612	AGRICULTURAL ENGINEERING TECHNOLOGY																				B													
0520	AIR CONDITIONING ENGINEERING TECHNOLOGY															B	[E]																	
0491	AIR CONDITIONING TECH (REFRIGERATION)																			B														
0428	AIRCRAFT MAINTENANCE (MECH TECH)																			B														
0568	APPAREL PRODUCTION & RELATED INDUST[1]										A																							
•	APPRENTICE TRAINING																																B	
0410	APPRENTICE TRAINING - BUILDING TRADES																					B												
0597	APPRENTICE TRAINING - ELECTRICAL						A													B		B											X	
0412	APPRENTICE TRAINING - MACHINE TRADES																					B												
•	APPRENTICESHIP TRAINING - AUTOMOTIVE																											B						A
0517	ARCHITECTURAL TECHNOLOGY (CIVIL TECH)															B																		
0538	ARCHITECTURAL TECHNOLOGY (CONSTR TECH)						A			A												B									B			
0453	AUTOBODY REPAIR									A						B																		
0590	AUTOMATION/ROBOTICS (MFG TECH)								A																									
0411	AUTOMOTIVE TECH SERVICE															B																		
0525	AUTOMOTIVE TECHNOLOGY					A		A					E									B					X					A		
0540	BUILDING CONSTRUCTION (CONST TECH)														B																			
0480	CHEMICAL ENGINEERING TECHNOLOGY		B																															
0535	CHEMICAL TECHNOLOGY					[E]		B					[A]		B	B				B		A					X	B						B
0517	CIVIL ENGINEERING TECHNOLOGY		B					B								B				B														
0542	CIVIL TECHNOLOGY					[E]																							B					B
0433	COMPUTER INTEGRATED MFG TECH						A																											
0540	CONSTRUCTION TECHNOLOGY							B					E		B	B									B						B		B	
0593	DESIGN - DRAFTING	B		[A]								B																					B	
0450	DRAFTING													B						B														
0467	DRAFTING (INDUSTRIAL TECH)															B																		
1009	DRAFTING & DESIGN TECH (INDUST TECH)																									B								
0564	DRAFTING - MECHANICAL									A																								
0467	DRAFTING, MECHANICAL, INDUSTRIAL PROCESS																				A													
0461	ELECTRICAL CONSTRUCTION & MAINTENANCE[2]							A								E																		
0460	ELECTRICAL - ELECTRONICS SERVICES																			B														
0699	ELECTRICAL ENGINEERING TECHNOLOGY		B		A			B								B				B	B										B			

[illegible]

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S Campus accepts General Study Area curriculum code
○ Campus requires applicant to designate curriculum choice
□ 1st year of one plus one program
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COLLEGE NAME AND CODE

CURRICULUM CODE NUMBER	CURRICULUM NAME	80 Adirondack	53 Broome	51 Cayuga	84 Clinton	85 Columbia Greene	55 Dutchess	56 Erie (North)	79 Erie (City)	13 Erie (South)	57 Fashion Institute	82 Finger Lakes	77 Fulton-Montgomery	81 Genesee	60 Herkimer	58 Hudson Valley	59 Jamestown	66 Jamestown (Olean)	74 Jefferson	90 Mohawk Valley	75 Niagara	72 Onondaga	83 Schenectady	73 Sullivan	86 Tompkins Cortland	68 Ulster	Corning	Monroe	Nassau	North Country	Orange	Rockland	Suffolk	Westchester
	MECHANICAL & ENGINEERING TECH *continued*																																	
0555	ELECTRICAL TECHNOLOGY			B			A						E				E				B	B	B		B		X					B		B
0427	ELECTRICAL TECHNOLOGY - TELECOMMUNICATIONS															B																		
0567	ELECTRO-MECHANICAL TECHNOLOGY						A																									B		
0555	ELECTRONICS (ELECTRICAL TECH)			B										B														A	B		X		B	
0569	ELECTRONICS - COMPUTER SYSTEMS											E																						
0530	ENGINEERING SCIENCE (UNIV PARALLEL)	E	B	B			A	B	A			E	E	B	(A)	B	E		B	B		B		B	B	E	X	X	B		X	B	B	B
*	ENVIRONMENTAL CONTROL																											X						
0481	ENV CONTROL/HAZARDOUS WASTE (WATER QUAL MONITORING)																									A								
*	ENV CONTROL/POLLUTION ABATEMENT																																	B
0517	HIGHWAY TECHNOLOGY (CIVIL TECH)															B																		
*	HIGHWAYS & STRUCTURES (CIVIL TECH)																											X						
*	INDUSTRIAL INSTRUMENTATION TECHNOLOGY																											X	B					
1010	INDUSTRIAL MODELMAKING													A																				
0583	INDUSTRIAL TECHNOLOGY	[E]			[B]								[E]		[B]				[A]								X	X	B	X				
0592	INTERNAL COMBUSTION ENGINE TECH (MECH TECH)																[E]																	
0699	LASER/ELECTRO-OPTICS (ELECT ENGINEERING TECH)															A																		
0490	MACHINING PROCESSES															E																		
0657	MANAGEMENT ENGINEERING TECH (INDUST TECH)[1]							B								B																		
0596	MANUFACTURING TECHNOLOGY																			B														
0595	MATERIALS SCIENCE (MECHANICAL TECH)																			B														
0598	MATERIALS SCIENCE TECHNOLOGY							B															B											
0493	MECHANICAL ENGINEERING TECHNOLOGY		B					B								B				B	B													
0595	MECHANICAL TECHNOLOGY																E				B	B			B		X	X				B		B
0598	METALLURGY (MATERIALS SCIENCE)							B																										
*	OPTICAL TECHNOLOGY																											A						
0675	PATTERNMAKING TECHNOLOGY (INDUST TECH)										B																							
0482	PHOTONICS																			B														
0456	PLANT UTILITIES TECHNOLOGY															B																		
0409	QUALITY CONTROL TECH (INDUST TECH)																					B						A						
0465	REFRIGERATION MECHANICS															E																		
0543	SURVEYING TECHNOLOGY[2]																			B				B										
1822	TELECOMMUNICATIONS TECHNOLOGY									B																								
0663	TEXTILE DEVELOPMENT & MARKETING[3]										A																							
0434	TEXTILE TECHNOLOGY												A																					
0666	WELDING TECHNOLOGY																			B														
	NATURAL SCIENCE TECHNOLOGIES																																	
0515	ANIMAL HUSBANDRY	[E]																																

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[1] [illegible]
[2] [illegible]
[3] [illegible]

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DEGREE PROGRAMS

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CURRICULUM CODE NUMBER	CURRICULUM NAME	69 Adirondack	53 Broome	51 Cayuga	84 Clinton	85 Columbia Greene	55 Dutchess	56 Erie (North)	79 Erie (City)	13 Erie (South)	57 Fashion Institute	82 Finger Lakes	77 Fulton-Montgomery	81 Genesee	80 Herkimer	58 Hudson Valley	59 Jamestown	66 Jamestown (Olean)	74 Jefferson	60 Mohawk Valley	75 Niagara	72 Onondaga	83 Schenectady	73 Sullivan	86 Tompkins Cortland	68 Ulster	Corning	Monroe	Nassau	North Country	Orange	Rockland	Suffolk	Westchester
	NATURAL SCIENCE TECHNOLOGIES *continued*																																	
0413	ANIMAL MANAGEMENT[1]																				A													
	NATURAL SCIENCE TECHNOLOGIES - OTHER																																	
0624	ENVIRONMENTAL HEALTH (PUBLIC HEALTH TECH)												[E]																					
1016	ENVIRONMENTAL STUDIES																															B		
0470	FOOD SERVICE		E																	B														
0620	FOREST TECHNOLOGY[2]	B		B	B	E	B	B	B	B		B	R		(B)	B	B	B	B	B	B	B	B	B					B	X				
•	MARINE & BIOLOGY (SCI LAB TECH)																																A	
0617	NATURAL RESOURCES CONSERVATION											B	E																					
0643	ORNAMENTAL HORTICULTURE - FLORICULTURE	[E]											[E]																					
0611	ORNAMENTAL HORTICULTURE - LANDSCAPE DEVEL											B																						
0471	PROFESSIONAL CHEF																				B			B										
0624	PUBLIC HEALTH TECHNOLOGY												[E]																					
0584	SCIENCE LABORATORY TECHNOLOGY					[E]			B				[E]		[A]				B		B													
	PUBLIC SERVICE RELATED TECHNOLOGIES																																	
0623	ALCOHOLISM & DRUG ABUSE								A															B										
•	AMERICAN SIGN LANGUAGE																												B					
0430	BOWLING MANAGEMENT									A																								
0606	CHILD CARE						A		H																	R			B		B			
0692	CIVIL & PUBLIC SERVICE					[E]										B																		R
0607	COMMUNITY MENTAL HEALTH ASST[3]	B																						B						X				
0541	COMMUNITY MENTAL HEALTH ASST - ALCOHOL COUNSELING								A																									
•	COMMUNITY MENTAL HEALTH ASST - GERONTOLOGY																													X				
0608	COMMUNITY SERVICE ASSISTANT																									B							A	
0640	CRIMINAL JUSTICE - CORRECTIONS, POLICE	B	B	B	B	R	A	B	H			B	H	B	H	B	B	B	B	B	H	B	H	B	H	B	X	B	R	X	B	B	B	B
0416	CRIMINAL JUSTICE - SECURITY														B											B			B					
0710	EARLY CHILDHOOD - HOME CHILD CARE (NANNY)																							B										
0605	EARLY CHILDHOOD - NURSERY EDUCATION		B	B			A								B	B								B					B				B	
•	EXERCISE STUDIES																														B			
0639	FIRE PROTECTION TECHNOLOGY[4]		B							A												B	H				X	X				B		
0472	FITNESS CENTER SPECIALIST																				B			B										
0604	HUMAN SERVICES					R							A	B	H	B	B	B	H	B	H	B	H		B		X	B						B
•	MENTAL HEALTH ASST/SECURE FACILITIES																														B			
0691	PARALEGAL		B						H						A								H	B	B		X		B				H	
0801	PHYSICAL EDUCATION 2/2 CORTLAND				B																													
0478	PHYSICAL FITNESS					A																												

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	PUBLIC SERVICE RELATED TECH *continued*																																	
0588	POSTAL SERVICE ADM (CIVIL & PUBLIC SERVICE)														B																			
0609	RECREATION LEADERSHIP						A		A	A										B		B			B	B		B					B	
1023	RECREATION LEADERSHIP - RECREATION MANAGEMENT								B																									
0466	RECREATION LEADERSHIP - SPORTS MANAGEMENT																							B										
0642	SECURITY ADMINISTRATION															B													B					
0462	SPORTS & RECREATION MANAGEMENT														B																			
•	THERAPEUTIC RECREATION																																B	
•	WILDERNESS RECREATION LEADERSHIP																													X				

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S [illegible]
( ) [illegible]
[ ] [illegible]
* Not available at this college
[illegible]

CURRICULUM CODE NUMBER	CURRICULUM NAME	60 Adirondack	53 Broome	51 Cayuga	64 Clinton	65 Columbia Greene	55 Dutchess	56 Erie (North)	79 Erie (City)	13 Erie (South)	57 Fashion Institute	62 Finger Lakes	77 Fulton-Montgomery	61 Genesee	80 Herkimer	58 Hudson Valley	59 Jamestown	66 Jamestown (Olean)	74 Jefferson	68 Mohawk Valley	75 Niagara	72 Onondaga	83 Schenectady	73 Sullivan	86 Tompkins Cortland	69 Ulster	Corning	Monroe	Nassau	North Country	Orange	Rockland	Suffolk	Westchester
0932	ACCOUNTING			B										R		A			B		A				R								B	
0017	ACCOUNTING CLERK																							B										R
•	ACCOUNTING PROCEDURES																														R			
0903	ACCOUNTING STUDIES					B																					B							
•	ADVERTISING ART																												B					
0957	AIR CONDITIONING - REFRIGERATION						A																											
0050	AIRCRAFT MAINTENANCE TECHNOLOGY				B																													
•	APPLIED ART																																	R
•	ARCHITECTURAL DRAFTING																														R			
0018	ASSISTANT CHEF																						R											
•	AUDIOVISUAL TECHNOLOGY																											B						
0926	AUTOMOTIVE MECHANICS												B														A							
0907	BANKING											B																					B	R
0029	BANKING, INSURANCE & REAL ESTATE									B																								
0046	BOOKKEEPING						A														A								B					
0977	BUILDING REHABILITATION								A																									
0916	BUSINESS		B																															
•	BUSINESS ADMINISTRATION																												B				B	
0975	BUSINESS OFFICE TECHNOLOGY														B											R								
0972	BUSINESS PROGRAMMING & SYSTEMS																						R											
0053	BUSINESS STUDIES																									R								
0972	CIS: BUS PROG & SMALL BUSINESS INFO SYSTEMS					B																												
0971	CIS: OFFICE AUTOMATION					B																												
0973	CIS: TECHNICAL PROGRAMMING					B																												
•	CIVIL & PUBLIC SERVICES																																	R
•	CIVIL TECHNOLOGY - PLANE SURVEYING																											B						
•	CLERICAL STUDIES																													B				
0935	CLERK/TYPIST			B				B	B	B			R																					
0970	COMMERCIAL COOKING	A																																
0904	COMMUNICATIONS & MEDIA ARTS	B																																
1037	COMPUTER AIDED DESIGN & DRAFTING														R																			
0951	COMPUTER ASSISTED DRAFTING TECHNOLOGY						A																											
0016	COMPUTER OPERATOR																							B										
•	COMPUTER SECURITY																											B						
0011	COMPUTER TECHNOLOGY			B																														
•	CONSTRUCTION SUPERVISION																														R			
0924	CONSTRUCTION TECHNOLOGY																								B									
0967	CORRECTIONS ADMINISTRATION			B																														
0947	CRIMINAL JUSTICE		B	B								B	R	R					B						R									

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COLLEGE NAME AND CODE

CURRICULUM CODE NUMBER	CURRICULUM NAME	89 Adirondack	53 Broome	51 Cayuga	84 Clinton	85 Columbia Greene	55 Dutchess	56 Erie (North)	79 Erie (City)	13 Erie (South)	57 Fashion Institute	82 Finger Lakes	77 Fulton-Montgomery	81 Genesee	80 Herkimer	58 Hudson Valley	59 Jamestown	66 Jamestown (Olean)	74 Jefferson	60 Mohawk Valley	75 Niagara	72 Onondaga	83 Schenectady	73 Sullivan	86 Tompkins Cortland	68 Ulster	Corning	Monroe	Nassau	North Country	Orange	Rockland	Suffolk	Westchester
•	CRIMINAL JUSTICE - CORRECTIONS ADMINISTRATION																											B						
•	CRIMINAL JUSTICE - LAW ENFORCEMENT																											B						
0937	DATA PROCESSING	B		B								B			B	A											B					R		
0007	DATA PROCESSING - COMPUTER PROGRAMMER			B																														
0009	DATA PROCESSING - SYSTEMS ANALYSIS			B																														
•	DENTAL ASSISTING																															R		
1018	DIAGNOSTIC MEDICAL SONOGRAPHY															A																		
0969	DIETARY MANAGER		B																															
0950	DRAFTING	A		B										R	B	A					A	B				R	A				R		B	A
0968	EARLY CHILDHOOD		B																															
0913	EARLY CHILDHOOD - HOME CHILD CARE (NANNY)																							B										
•	ELECTRICAL APPRENTICE																											B						
0005	ELECTRICAL TECHNOLOGY																								B									
0908	ELECTRICAL WIRING															A																		
0963	ELECTROCARDIOGRAPHIC TECHNICIAN																				A													
0954	ELECTRONICS			B																								A						R
0983	EMERGENCY MEDICAL TECHNOLOGY									B						A																	B	
0952	EVIDENCE TECHNOLOGY					B																												
0964	EXECUTIVE OFFICE ASSISTANT																								R									
•	FASHION BUYING & MERCHANDISING																											B						
0918	FIRE PROTECTION TECHNOLOGY		B																			B					B							
0946	FIRE SERVICE																						R											
•	FLORAL DESIGN																															R		
•	FOOD MANAGEMENT																											A						
•	FOOD PRODUCTION																											A						
0010	FOOD SERVICE																							B										
0916	GENERAL BUSINESS			B											B								R											
0985	GENERAL EDUCATION					B							B																					
0986	GENERAL STUDIES						A								B		R	R			B		R		R									
•	GERIATRIC HEALTH CARE SPECIALIST																												B					
•	GERONTOLOGICAL STUDIES																																R	
0984	GRAPHIC DESIGN/COMPUTER GRAPHICS																								R									
0961	HEATING & AIR CONDITIONING							A																										
•	HEATING, VENTILATING & AIR CONDITIONING																											B						
•	HORTICULTURE																																R	
0815	HOSPITALITY & TOURISM																		B															
0949	HUMAN SERVICES												B												R			B						R
0987	INDIVIDUAL STUDIES												R																	B				
0915	INDUSTRIAL ELECTRONICS & CONTROLS															A																		

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CERTIFICATE PROGRAMS

KEY TO ENTRY DATES
A Sept
B Jan. and Sept
R Jan., June and Sept
E Freshman Sept; Transfer Jan. and Sept
F Upper division transfer Sept; Upper division transfer Jan. and Sept — Cobleskill, Institute of Technology and Environmental Science & Forestry
G Transfer Jan. and Sept
H Freshman Jan., June and Sept; Transfer Sept
J June only NYC/Brooklyn; Jan. only Erie
S Campus accepts General Studies Area curriculum code
( ) Campus requires applicant to designate curriculum choice
[ ] 1st year of one plus one program
• Not available at this college
See college catalog for entry date

CURRICULUM CODE NUMBER	CURRICULUM NAME	COLLEGE NAME AND CODE																																
		88 Adirondack	53 Broome	51 Cayuga	84 Clinton	85 Columbia Greene	55 Dutchess	56 Erie (North)	79 Erie (City)	13 Erie (South)	57 Fashion Institute	82 Finger Lakes	77 Fulton-Montgomery	81 Genesee	80 Herkimer	58 Hudson Valley	59 Jamestown	66 Jamestown (Olean)	74 Jefferson	60 Mohawk Valley	75 Niagara	72 Onondaga	83 Schenectady	73 Sullivan	86 Tompkins Cortland	88 Ulster	Corning	Monroe	Nassau	North Country	Orange	Rockland	Suffolk	Westchester
•	INDUSTRIAL INSTRUMENTATION TECHNOLOGY																											A						
0988	INDUSTRIAL TECHNOLOGY		B																															
•	INSURANCE																												B					R
0989	INTERIOR DESIGN		B																									B						
0054	LABOR STUDIES																				A													
0998	LANDSCAPE DEVELOPMENT & MAINTENANCE¹																									R								
•	LANDSCAPING																															R		
•	LAW ENFORCEMENT/SECURITY																														R			
0037	MACHINE OPERATOR																					B												
•	MACHINE SHOP OPERATOR																																	A
•	MACHINE TOOL TECHNOLOGY																																B	
0042	MANAGEMENT PRACTICES							A																										
0043	MANUFACTURING PLANNING							A																										
0041	MATERIALS REQUIREMENT PLANNING							A																										
0045	MEDICAL INFORMATION PROCESSING												B																					
•	MEDICAL OFFICE AIDE																															R		
0980	MEDICAL OFFICE PRACTICE							B																										
0062	MEDICAL TRANSCRIPTIONIST														B																			
0039	MODELMAKING													A																				
0900	MUSIC																						R											
0030	MUSIC STUDIES																									R								
0993	NON DESTRUCTIVE TESTING																						R											
•	NUMERICAL CONTROL PROGRAMMING																										B							
0930	OFFICE PRACTICES											B							B	B												R		
0981	OFFICE TECHNOLOGY		B			B																B												
0909	Clerical					B																												
0813	Executive					B																			R									
•	OFFICE TECHNOLOGY/SECRETARIAL SCIENCE																											B						
0925	OIL BURNER SERVICE & CONTROLS															A																		
•	OPTICAL TECHNOLOGY																											A						
0914	ORNAMENTAL HORTICULTURE											B									A													
0033	OUTDOOR RECREATION											B																						
0966	PARALEGAL ASSISTANT		B																															
0905	PHLEBOTOMIST						A																											R
•	PHOTOGRAPHY																												B					
0055	PLASTICS & POLYMERS																						R											
•	PRACTICAL NURSING																													A				A
0943	PROFESSIONAL COOKING																					B												
•	PUBLICATION DESIGN																															R		

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[1] Offered only at [illegible] correctional facility

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CERTIFICATE PROGRAMS

KEY TO ENTRY DATES

A Sept
B Jan. and Sept
R Jan., June and Sept
E Freshman - Sept; Transfer - Jan. and Sept
F Upper division transfer - Sept; Upper division transfer - Jan. and Sept - Cobleskill, Institute of Technology and Environmental Science & Forestry
G Transfer - Jan. and Sept
H Freshman - Jan., June and Sept; Transfer - Sept
J June only - HSC/Brooklyn; Jan. only - Erie
S Campus accepts General Studies Area curriculum code
( ) Campus requires applicant to designate curriculum choice
[ ] 1st year of one plus one program
• Not available at this college
‡ See college catalog for entry date

CURRICULUM CODE NUMBER	CURRICULUM NAME	66 Adirondack	53 Broome	51 Cayuga	64 Clinton	85 Columbia Greene	55 Dutchess	56 Erie (North)	79 Erie (City)	13 Erie (South)	57 Fashion Institute	82 Finger Lakes	77 Fulton-Montgomery	81 Genesee	80 Herkimer	58 Hudson Valley	59 Jamestown	86 Jamestown (Olean)	74 Jefferson	60 Mohawk Valley	75 Niagara	72 Onondaga	83 Schenectady	73 Sullivan	86 Tompkins Cortland	58 Ulster	Corning	Monroe	Nassau	North Country	Orange	Rockland	Suffolk	Westchester
0044	QUANTITY FOOD PRODUCTION												B																					
0902	RADIO BROADCASTING	B													B																			
•	REAL ESTATE																												B				B	R
0992	REAL ESTATE MANAGEMENT					B																												
0941	REAL ESTATE SALES & BROKER															A																		
0061	RECEPTIONIST - GENERAL OFFICE														B																			
0020	RECREATION ASSISTANT¹																									R								
0052	REHABILITATION SERV - DEVELOPMENTALLY DISABLED																				B													
0910	RESCUE SERVICE									B																								
0944	RESPIRATORY CARE																			A		B												
•	RETAIL BUSINESS MANAGEMENT																											B						
0934	RETAIL MERCHANDISING																		B															
0936	RETAILING											B																						
0927	SECRETARIAL STUDIES	B		B								B	B														B			B				R
•	SELLING & BUSINESS PROCEDURES																														R			
0959	SERVICE TECHNICIAN																				B													
•	SKI AREA MANAGEMENT																													B				
0933	SMALL BUSINESS MANAGEMENT					B		B	B	B					B										B			B	R					
0038	SPECIAL STUDIES																R	R																
0965	STENO/CLERICAL																				B													
0031	STENOGRAPHY				B																										R			
0827	SUBSTANCE CONTROL COUNSELING					B																												
0028	SURGICAL TECHNOLOGY																				A	B												
•	SURVEYING																														R			
0975	TAXIDERMY											B																						
0057	TELEPHONY									A																								
0958	TELEVISION BROADCASTING														B																			
•	TOOL & DIE MAKING																																	A
0066	TOURISM, SALES & CONVENTION MANAGEMENT																						R											
•	TRAVEL & TOURISM																																R	
•	TYPEWRITING																														R			
0712	WELDING					A																												
0974	WELDING TECHNOLOGY						A																											
0996	WORD PROCESSING	B			R	B	A					B	B	R	B							B	R		R		R		R			R		R
0056	YOUTH WORKER (CHILD CARE)						A																											

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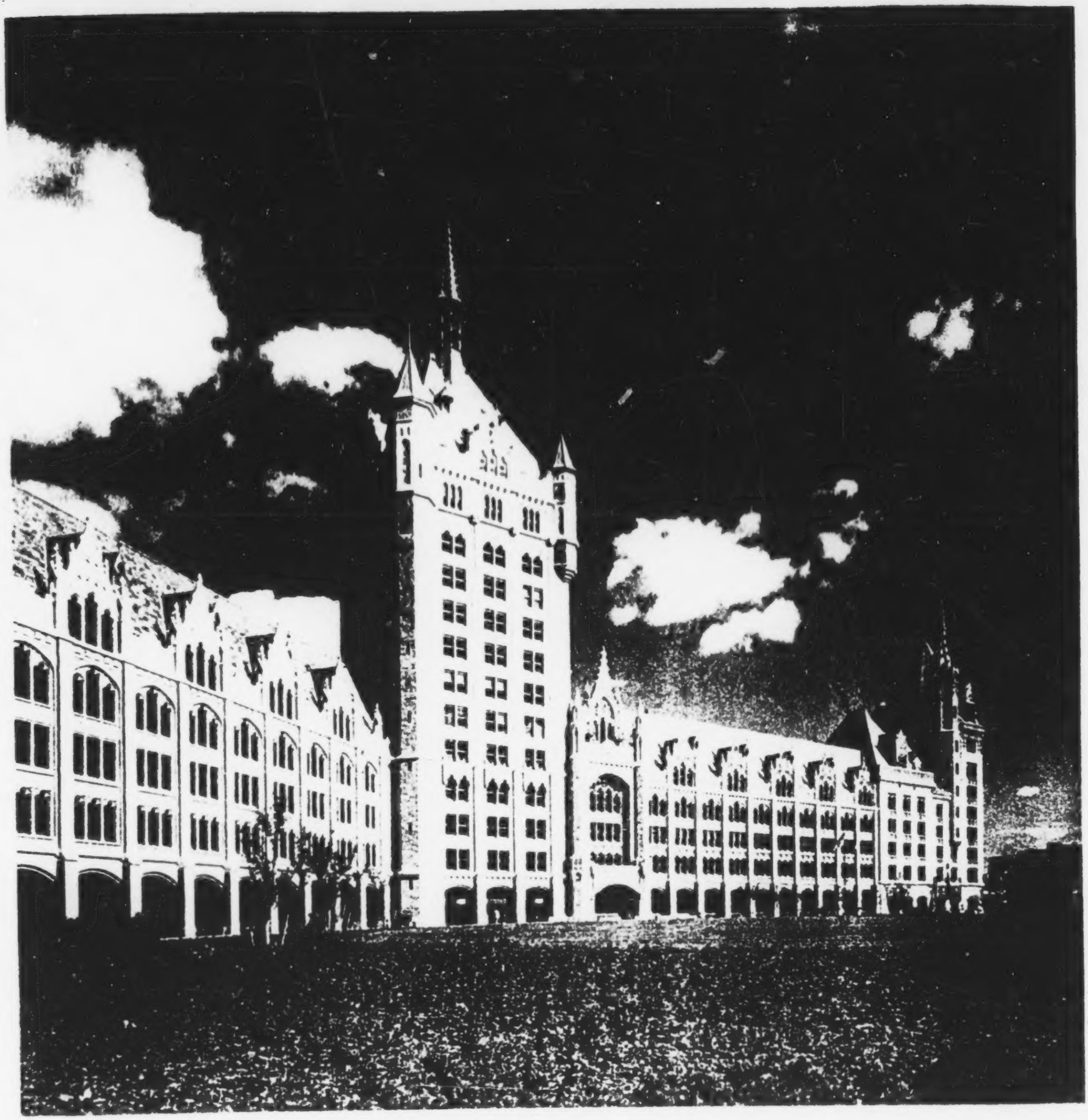

Hart, Hedrich-Blessing

OFFICE FOR COMMUNITY COLLEGES ■ State University of New York ■ State University Plaza, Albany, New York 12246
1992

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Collective Bargaining Directory
Summary of
Faculty Bargaining Unit Composition, Campus Administrators, Chief Negotiators and Contract Expiration Dates

State University of New York
Office for Community Colleges
August 1993

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ADIRONDACK COMMUNITY COLLEGE
Queensbury, New York 12804

Roger C. Andersen, President

Collective Bargaining Administrator: Paul E. Arends
Dean of Administrative Services

Telephone: 518-793-4491
Ext. 245

Bargaining Unit:

Name--Faculty Association of Adirondack Community College
Affiliation--National Education Association of New York
Unit Membership--Faculty, Counselors, Assistant Librarians, Technical Instructors, and Assistant Instructors

Chief Negotiator--None Specified

Expiration date of current contract--August 31, 1995

Other Bargaining Units:

Name--Adirondack Community College Educational Support Personnel

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Professional Staff not in Faculty Unit--All administrators, Deans, Directors, and Head Librarians

BROOME COMMUNITY COLLEGE
P.O. Box 1017
Binghamton, New York 13902

Donald A. Dellow, President

Collective Bargaining Administrator: Elizabeth A. Wood
Human Resources Officer

Telephone: 607-771-5319

Bargaining Unit:

Name--Faculty Association of Broome Community College
Affiliation--National Education Association
Unit Membership--Faculty, Counselors, Librarians, Department Chairpersons, Technical Assistants, Programmer/Analysts, Staff Associates

Chief Negotiator--Nancy Olmstead, Broome County Director of Employee Relations

Expiration date of current contract--August 31, 1993

Other Bargaining Units:

Name--Broome Community College Guild
Name--Broome Community College Civil Service Association

Professional Staff not in Faculty Unit--President, Vice President for Academic Affairs, Vice President for Administration, Vice President for Student Affairs, Vice President for Institutional Advancement; Dean of Business and Office Technologies, Dean of Liberal and General Studies, Dean of Health Sciences, Dean of Technology, Engineering and Computing; Budget Officer, Human Resources Officer, Human Resources Assistant

CAYUGA COUNTY COMMUNITY COLLEGE
Franklin Street
Auburn, New York 13021

Lawrence H. Poole, President

Collective Bargaining Administrator: Matthew Fletcher
Assistant Superintendent for
Personnel Relations
CAYUGA-Onondaga BOCES
234 South Street
Auburn, New York 13021

Telephone: 315-253-0361

Bargaining Unit:

Name--Cayuga County Community College Faculty Association
Affiliation--New York Educators Association (NYEA)
Unit Membership--All full-time faculty members with academic rank

Chief Negotiator--Matthew Fletcher, Assistant Superintendent for Personnel Relations

Expiration date of current contract--August 31, 1992

Other Bargaining Units:

Name--Cayuga County Community College Clerical/Technical Association
Name--Local 932-C, AFL-CIO

CLINTON COMMUNITY COLLEGE
P.O. Box 399
Plattsburgh, New York 12901

Jay L. Fennell, President

Collective Bargaining Administrator: Jay L. Fennell, President

Telephone: 518-561-6650

Bargaining Units:

Name--Clinton Community College Faculty Association
Affiliation--New York Educators Association (NYEA)
Unit Membership--All faculty with faculty rank and all nonteaching faculty below rank or deans

Chief Negotiator--College Attorney

Expiration date of current contract--August 31, 1995

Professional Staff not in Faculty Unit--President, Deans, Associate Deans, Assistant Deans, Assistant to President, Assistant to Dean, Bursar, Assistant for Finance, Director of Research and Development, College Relations Officers, Assistant Bursar

COLUMBIA-GREENE COMMUNITY COLLEGE
P.O. BOX 1000
Hudson, New York 12534

Terry A. Cline, President

Collective Bargaining Administrator: James R. Campion
Dean, Community Services

Telephone: 518-828-4181
Ext. 342

Bargaining Unit:

Name--Columbia-Greene Community College Faculty Association
Affiliation--New York Educators Association (NYEA)
Unit Membership--All members of professional service holding academic ranks of professor, associate professor, assistant professor, instructor, librarian, assistant librarian, and any other individual engaged in classroom institution for more than one-half of the full-time load and excluding all members of nonprofessional service

Chief Negotiator--James Campion, Dean, Community Services

Expiration date of current contract--August 31, 1995

Other Bargaining Units:

Name--Local 968 of Council 66 of AFSCME

Professional Staff not in Faculty Unit--Remaining members of the administrative staff

CORNING COMMUNITY COLLEGE
Corning, New York 14830

Donald H. Hangen, President

Telephone: 607-962-9293

Professional staff not unionized

Other Bargaining Units:

CSEA - Maintenance Employees Only

DUTCHESS COMMUNITY COLLEGE
53 Pendell Road
Poughkeepsie, New York 12601

David Conklin, President

Collective Bargaining Administrator: Aaron P. Donsky
Dean of Planning and Information Services

Telephone: 914-471-4500
Ext. 4501

Bargaining Unit:

Name--Dutchess United Educators
Affiliation--National Education Association (NEA)
Unit Membership--Full-time faculty members and administrative personnel not specifically excluded (See below)

All adjunct faculty in separate unit--also represented by National Education Association (NEA)

All civil service personnel--CSEA

Chief Negotiator--Rudolph Russo, Attorney

Expiration date of current contract--August 31, 1994

Professional Staff not in Faculty Unit--President, Dean of Academic Affairs, Dean of Administration, Dean of Community Services and Special Programs, Dean of Enrollment Management Services, Dean of Planning & Information Services, Associate Dean of Academic Affairs, Assistant Dean of Administration, Executive Assistant for College Affairs, Director of Information Systems, Assistant Director of Information Systems, Director of Institutional Research, Director of Institutional Advancement, Personnel Administrator, Secretary to the President and Recording Secretary to the Board of Trustees

ERIE COMMUNITY COLLEGE
Central Office
4140 Southwestern Boulevard
Orchard Park, New York 14127

Louis M. Ricci, President

North Campus	City Campus	South Campus
Main and Youngs Road	121 Ellicott St.	4140 Southwestern Blvd.
Williamsville, NY 14221	Buffalo, NY 14203	Orchard Park, NY 14127

Collective Bargaining Administrator: Brenda B. Williams
Director of Human Resources

Telephone: 716-648-5400
Ext. 213

Bargaining Unit:

Name--Faculty Federation of Erie Community College
Affiliation--New York Educators Association (NYEA)
Unit Membership--All faculty, Librarians, Technical Assistants and Counselors, Athletic Trainers, Electronic Technicians, and Coordinator of Audiovisual Services

Chief Negotiator--Donald Ehinger, County Labor Relations Director

Expiration date of current contract--August 31, 1995

Other Bargaining Units:

Name--Administrators' Association of Erie Community College
Name--Civil Service Employees' Association
Name--American Federation of State, County and Municipal Employees

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Professional Staff not in Faculty Unit--President, Vice President, Dean of Finance, and Director of Personnel

FASHION INSTITUTE OF TECHNOLOGY
227 West 27th Street
New York, New York 10001

Allen F. Heshfield, President

Collective Bargaining Administrator: Frank P. Martino
Executive Director of
Human Resources

Telephone: 212-760-7454

Bargaining Unit:

Name--United College Employees, Local 3457
Affiliation-American Federation of Teachers
Unit Membership--Faculty, counselors, librarians, staff employees

Chief Negotiator--Frank P. Martino, Executive Director of Human Resources

Expiration date of current contract--August 31, 1995

Professional staff not in Faculty Unit--Administrative Associate, Assistant Dean Art & Design, Assistant Dean-Student Affairs, Assistant Director of Security, Assistant to Vice President, Administration & International Affairs, Assistant to Vice President - Academic Affairs, Assistant Treasurer, Associate Administrator, Controller, Dean of Art & Design, Dean fo Business & Technology, Dean of Continuing Education, Dean of Graduate Studies, Dean of Liberal Arts, Dean of Student Affairs, Deputy Director of Security, Director of College Relations and Communications, Director of Continuing Education Special Sessions, Director of Design Laboratory, Director of Health Services, Director of Human Services, Director of Security, Director of Systems and Data Processing, Executive Assistant to President; Secretary of the College, Executive Director of Human Resources, Executive Director of Resource Center, Lecturer (Consultant), Manager-Compensation & Benefits, Manager-Employment & EEO, Manager of Telecommunications, office Manager-President's Office, President, Secretary to Director of Human Resources, Security Officer, Security Officer I & II, Security Supervisor, Treasurer, Vice President-Development, Vice President for Administration & International Affairs, Vice President for Academic Affairs

Finger Lakes Community College
Lincoln Hill Road
Canandaigua, New York 14424

Daniel Hayes, President

Collective Bargaining Administrator: Peter S. Friedman
Vice President of Academic
Affairs & Dean of the College

Telephone: 716-394-3500
Ext. 209

Bargaining Unit:

Name--Faculty Association of the Community College of the Finger Lakes
Affiliation--New York Educators Association (NYEA)
Unit Membership--All professional personnel except those noted below

Chief Negotiator--not decided

Expiration date of current contract--August 31, 1994

Professional Staff not in Faculty Unit--President, Vice President of Academic Affairs & Dean of the College, Vice President of Administration (Treasurer), Dean of Community Services, Dean of Educational Services, Director of Planning and Institutional Research, Human Resources Officer, Controller, Registrar, Director of Community Relations, Director of Development, Assistant Dean for Extension and Evening Services, Director of Physical Plant, Director of Institute for Business, Industry and Professional Development

FULTON-MONTGOMERY COMMUNITY COLLEGE
Johnstown, New York 12095

Jacqueline Taylor, President

Collective Bargaining Administrator:	Dr. Richard R. Teaff Vice President and Dean
	Telephone: 518-762-4651 Ext. 221

Bargaining Unit:

Name--Fulmont Association of College Educators
Affiliation--National Educators Association
Unit Membership--All professional personnel except those noted below

Chief Negotiator--Robert Gray, Attorney

Expiration date of current contract--August 31, 1993

Professional Staff not in Faculty Unit--Vice President, Academic Deans, Dean of Students, Assistant Dean, Data Processing Director, Director/Assistant, Director of Buildings and Grounds, Director of Admissions, Director of ESL

HERKIMER COUNTY COMMUNITY COLLEGE
100 Reservoir Road
Herkimer, New York 13350

Ronald F. Williams, President

Collective Bargaining Administrator: Thomas A. Schmidt
Dean of Administration
and Treasurer

Telephone: 315-866-0300

Bargaining Unit:

Name--Herkimer County Community College Faculty Association
Affiliation--NYSUT
Unit Membership--All faculty rank

Chief Negotiator--Herkimer County

Expiration date of current contract--December 31, 1993

Other Bargaining Units:

Name--Civil Service Employees Association-CSEA

Professional staff not in Faculty Unit--President, Dean of the College, Dean of Students, Dean of Administration, Assistant to the President, Director of Institutional Research, Division Chairmen, Director of Community Education; Director of Admissions, Controller, Director of Athletics, Director of Financial Aid, College Librarian, Bursar, Director of Personnel, Director of the Learning Center, Assistant Director of Admissions, Purchasing Agent, Facility Program Coordinator, Director of Physical Plant, Systems Administrator, Housing Coordinator, Public Relations Coordinator, Radio/TV Coordinator, Technical Assistants

HUDSON VALLEY COMMUNITY COLLEGE
Vandenburgh Avenue
Troy, New York 12180

Joseph J. Bulmer, President

Collective Bargaining Administrator: Joseph J. Bulmer, President

Telephone: 518-270-1530

Bargaining Unit:

Name--Hudson Valley Community College Faculty Association
Affiliation--None
Unit Membership--All teaching faculty in the employ of the employer with academic rank of Assistant Instructor, Instructor, Assistant Professor, Associate Professor, and professor; also, Assistant Librarian, full- or part-time; adjunct and part-time faculty of credit-bearing courses

Chief Negotiator--Robert Gray, Attorney

Expiration date of current contract--August 31, 1992

Other Bargaining Units:

Name--Hudson Valley Community College Non-Teaching Professional Organization
Name--Hudson Valley Community College Civil Service Employees Association, Inc.
Name--Hudson Valley community College Department Chairpersons Association
Name--Educational Opportunity Center Alliance

JAMESTOWN COMMUNITY COLLEGE
Jamestown, New York 14701

Timothy Davies, President

Collective Bargaining Administrator: Gary W. Winger
Dean of Administration

Telephone: 716-665-5220
ext. 318

Bargaining Unit:

Name--Faculty Association of Jamestown Community College
Affiliation--None
Unit Membership--All full-time faculty including counselors and librarians

Chief Negotiator--Gary W. Winger, Dean of Administration

Expiration date of current contract--August 31, 1993

Other Bargaining Units:

Name--Service Association of Jamestown Community College

Professional Staff not in Faculty Unit--Full-time administrators, nonteaching personnel and part-time employees

JEFFERSON COMMUNITY COLLEGE
Watertown, New York 13601

John Deans, President

Collective Bargaining Administrator: Normand P. Godin
Dean of Administration

Telephone: 315-782-5250
Ext. 201

Bargaining Unit:

Name--Faculty Association of Jefferson Community College
Affiliation--New York Educational Association/National Education Association
Unit Membership--Those in unclassified (professional) service

Chief Negotiator--Steven Miller, Director of Personnel, County of Jefferson

Expiration date of current contract--August 31, 1994

Other Bargaining Units:

CSEA-All Civil Service

Professional Staff not in Faculty Unit--Academic Dean, President, Dean for Continuing Education, Dean of Administration, Administrative Assistant to the President, Associate Dean for Enrollment Management and Student Life, Associate Academic Dean

MOHAWK VALLEY COMMUNITY COLLEGE
1101 Sherman Drive
Utica, New York 13501

Michael I. Schafer, President

Collective Bargaining Administrator: Jerome M. Brown
Dean of Human Resources

Telephone: 315/792-5636

Bargaining Unit:

Name--Mohawk Valley Community College Professional Association
Affiliation--New York State United Teachers, AFL-CIO
Unit Membership--All full-time professional service, faculty and professional support staff

Chief Negotiator--Robert Gray, Attorney

Expiration date of current contract--August 31, 1995

Other Bargaining Units:

Name--Association of Mohawk Valley Administrators
Name--CSEA
Unit Membership--All Civil Service Personnel

Professional Staff not in Faculty Unit--administrators and administrative officers

MONROE COMMUNITY COLLEGE
1000 East Henrietta Road
Rochester, New York 14623

Peter A. Spina, President

Collective Bargaining Administrator: Robert D. Brown
Vice President, Human Resources

Telephone: 716-424-5200
Ext. 2106

Bargaining Unit:

Name--Faculty Association of Monroe Community College
Affiliation--New York State United Teachers, AFL-CIO
Unit Membership--All professionals--teaching faculty, adjunct and part-time faculty, Counselors, Librarians, Controller, Assistant Controller, Directors, Associate Directors, Assistant Directors, other certified instructional or professional personnel

Chief Negotiator--Robert D. Brown, Vice President, Human Resources

Expiration date of current contract--August 31, 1993

Other Bargaining Units:

Name--CSEA--all Civil Service Personnel
Name--Monroe County Employee Unit 828

Professional Staff not in Faculty Unit--President, Vice Presidents, Deans, Associate Deans, Assistant Deans, Assistant to the President, Director of Public Relations and Publications, Director of Research and Planning, and Director of Personnel

NASSAU COMMUNITY COLLEGE
Stewart Avenue
Garden City, New York 11530

Sean A. Fanelli, President

Collective Bargaining Administrators:	Sean A. Fanelli, President Telephone: 516-222-7205 Beverly E. Harrison Associate Vice President for Personnel and Labor Relations Telephone: 516-222-7211

Bargaining Unit:

Name--Nassau Community College Federation of Teachers
Affiliation--New York State United Teachers, AFL-CIO
Unit Membership--Full-time faculty including library staff, laboratory assistance and counselors

Chief Negotiators--Anna Marie Mascolo, Assistant to the President
Beverly E. Harrison, Associate Vice President for Personnel and Labor Relations

Expiration date of current contract--August 31, 1991

Other Bargaining Units:

Name--Adjunct Faculty Association

Professional Staff not in Faculty Unit--President, Assistant to President, Vice President, Associate Vice President, Assistant Vice President, Deans, Associate Dean, Assistant Dean, Personnel Officer, Registrar, Directors of Special Programs

NIAGARA COUNTY COMMUNITY COLLEGE
3111 Saunders Settlement Road
Sanborn, New York 14132

Gerald L. Miller, President

Collective Bargaining Administrator: Donald Armstrong
Director of Human Resources

Telephone: 716-731-3271
Ext. 168

Bargaining Unit:

Name--Faculty Association of Niagara County Community College
Affiliation--NYEA--NEA
Unit Membership--All full-time faculty and non-ranked professional, paraprofessional staffs and non-credit professional staffs

Chief Negotiator: Flaherty, Cohen, Grande, Randazzo & Doren, P.C.

Current contract expiration date: August 31, 1993

Other Bargaining Units:

Name--Niagara County White Collar Employees Unit Local #832
Name--Local #182 American Federation of State, County and Municipal Employees affiliated with NYS Council 66 AFL-CIO
Name--Civil Service Employees Association, Inc.

Professional Staff not in Faculty Unit: President, Vice President, Deans, Associate Deans, Assistant Deans, Directors, Associate Directors, Assistant Directors, Administrative Assistants, Division Chairperson of the Nursing Division, Director of Educational Development, and part-time teaching faculty

NORTH COUNTRY COMMUNITY COLLEGE
Main Campus
20 Winona Avenue, P.O. Box 89
Saranac Lake, New York 12983-0089

Gail R. Rice, President

Malone Branch Campus
Badger Hall - College Avenue
Malone, New York 12953

Elizabethtown Branch Campus
P.O. Box 538
Elizabeth, New York 12932

Ticonderoga Branch Campus
P.O. Box 311, Montcalm Ave.
Ticonderoga, New York 12883

Collective Bargaining Administrator: Richard J. Edwards
Dean of Administration

Telephone: 518-891-2915
Ext. 204

Bargaining Unit:

Name--North Country Community College Association of Professionals (NCCCAP)
Affiliation--New York Educators Association
Unit Membership--Full-time faculty members and full-time administrators

Chief Negotiator--Roemer and Featherstronhaugh, P.C.

Expiration date of current contract--August 31, 1993

Other Bargaining Units:

Name--Civil Service Employees Association

Professional Staff not in Faculty Unit--President, Dean of Academic and Student Affairs, Dean of Administration, Administrative Assistant to the President, Director Branch Campus, Controller, Director of Community Relations, Director of Buildings and Grounds, Administrative Assistant to the Dean of Administration, Administrative Assistant to the Dean of Academic and Student Affairs

ONONDAGA COMMUNITY COLLEGE
Syracuse, New York 13215

Bruce H. Leslie, President

Collective Bargaining Administrator: Robert L. Jokajtys
Director of Human Resources

Telephone: 315-469-7741
Ext. 330

Bargaining Unit:

Name--Onondaga Community College Federation of Teachers
Affiliation--American Federation of Teachers
Unit Membership--All full-time members of the academic and professional staff including counselors, librarians, instructional media specialists, laboratory assistants, lecturers, instructors, assistant professors, associate professors, and professors

Chief Negotiator--Robert Gray, Attorney

Expiration date of current contract--August 31, 1992

Other Bargaining Units:

Name--Onondaga Community College Association of College Administrators
Name--Civil Service Employees Association, Inc.

Professional Staff not in Faculty Unit--President, Assistant to the President, Vice Presidents, Director of Human Resources/Affirmative Action, Assistant Director of Human Resources/Affirmative Action, Director of Institutional Planning, Grants Officer, Director of Financial Services, Director of Development, Director of Minority Resources, Director of Safety and Security, Academic Deans.
N.B. College managerial/confidential application and association certification/decertifications proceeding are pending.

ORANGE COUNTY COMMUNITY COLLEGE
115 South Street
Middletown, New York 10940

William F. Messner, President

Collective Bargaining Administrator: Morton Meyers
Vice President, Administration

Telephone: 914-341-4905

Bargaining Unit:

Name--Orange County Community College Faculty Association
Affiliation--Educators Association/National Education Association of New York
Unit Membership--Full- and part-time members of the "day" faculty

Expiration date of current contract--August 3, 1994

Other Bargaining Units:

Name--Orange County Community College Staff and Chairmen's Association

----

Professional Staff not in Faculty Unit--President, Vice President of Student Development, Vice President of Administration, Vice President of Academic Affairs, Director of Marketing, Director of Development, and Director of Institutional Research

ROCKLAND COMMUNITY COLLEGE
145 College Road
Suffern, New York

Neal Raisman, President

Collective Bargaining Administrator: Jack C. Watson
Executive Vice President

Telephone: 914-356-6539

Bargaining Unit:

Name--Rockland Community College Federation of Teachers
Affiliation--NYS United Teachers, AFL-CIO Local 871
Unit Membership--Full-time faculty, counselors, librarians and paraprofessionals who work 21 or more hours per week per semester

Chief Negotiator--Jack C. Watson, Executive Vice President

Expiration date of current contract--August 31, 1991

Professional Staff not in Faculty Unit--All administrators and paraprofessionals who work 20 or less hours per week per semester

SCHENECTADY COUNTY COMMUNITY COLLEGE

78 Washington Avenue
Schenectady, New York 12305

Gabriel Basil, President

Collective Bargaining Administrator: Patricia Godlewski
Dean of Administration

Telephone: 518-346-6211
Ext. 209

Bargaining Unit:

Name--Schenectady County Community College Faculty Association
Affiliation--New York Educators Association
Unit Membership--Full-time faculty, Counselors, Directors, Coordinators, Librarians, Technical Specialists, Technical Assistants

Chief Negotiator--Joseph Buchyn, College Attorney

Expiration date of current contract--August 31, 1994

Other Bargaining Units:

Name: CSEA Civil Service Classified Staff

Professional Staff not in Faculty Unit--Deans, Associate and Assistant Deans, Personnel Coordinator

SUFFOLK COUNTY COMMUNITY COLLEGE
533 College Road
Selden, New York 11784

John Cooper, President

Ammerman Campus	Eastern Campus	Western Campus
533 College Road	Speonk Riverhead Road	Crooked Hill Road
Selden, NY 11784	Riverhead, NY 11901	Brentwood, NY 11717

Collective Bargaining Administrators: Steven F. Schrier
Vice President for Management and Planning

Ronald A. Feinberg, Director of Legal Affairs

Telephone: 516-451-4114 or 4113

Bargaining Unit:

Name--Faculty Association of Suffolk County Community College
Affiliation--New York State United Teachers
Unit Membership--Full- and part-time faculty members, counselors, librarians, and technical assistants

Chief Negotiator--Ellen Schuler-Mauk, President, Faculty Association

Expiration date of current contract--August 31, 1991

Other Bargaining Units:

Name--Guild of Administrative Officers of Suffolk County Community College
Name--CSEA-all civil service personnel

Professional Staff not in Faculty Unit--President, Vice President for Management, Academic Vice President, Administrative Vice President, Deputy to President, Dean of Libraries, Dean of Financial Affairs, Executive Dean, Dean of Instruction, Dean of Students, Director of Legal Affairs, Director of College Relations and Publications

SULLIVAN COUNTY COMMUNITY COLLEGE
Loch Sheldrake, New York 12759

Jeffrey Willens, President

Collective Bargaining Administrator: Elizabeth Kubenik
Dean of Administration

Telephone: 914-434-5750
Ext. 270

Bargaining Unit:

Name--Professional Staff Association of Sullivan County Community College
Affiliation--New York State Educators Association
Unit Membership--All professional and paraprofessional personnel

Chief Negotiator--Victor M. DeBonis of Roemer & Featherstonhaugh

Expiration date of current contract--August 31, 1994

Other Bargaining Units:

Name--Sullivan County Unit
Name--Teamsters Local 445

Professional Staff not in Faculty Unit--Deans, Associate Deans, Assistant Deans, Controller, Data Processing Coordinator, Assistant to the President, Director of Continuing Education Academic Vice President, Administrative Vice President, Deputy to President, Dean of Libraries, Dean of Financial Affairs, Executive Dean, Dean of Instruction, Dean of Students, Director of Legal Affairs, Director of College Relations and Publications

TOMPKINS CORTLAND COMMUNITY COLLEGE
170 North Street
Dryden, New York 13053

Eduardo J. Marti, President

Collective Bargaining Administrator: Robert Ross
Dean, College Services

Telephone: 607-844-8211

Bargaining Unit:

Name--Tompkins Cortland Community College Faculty Association
Affiliation--NEA
Unit Membership--all faculty, Librarians, Counselors and Teaching Assistants

Chief Negotiator: Walter Poland, Dean, Student Affairs

Expiration date of current contract: August 31, 1995

Other Bargaining Units:

Name--CSEA (support staff)

Professional Staff not in Faculty Unit--all other administrators

ULSTER COUNTY COMMUNITY COLLEGE
Stone Ridge, New York 12484

Robert T. Brown, President

Collective Bargaining Administrator: Charles Schenck
Director, Human Resources

Telephone: 914-687-7621
Ext. 239

Bargaining Unit:

Name--Ulster County Community College Faculty Association
Affiliation--None
Unit Membership--Full-time professional teaching staff holding academic rank

Chief Negotiator--Chairman, Ulster County Legislature

Expiration date of current contract--August 31, 1993

Other Bargaining Units:

Name--Origanization of Professional Administrative Personnel

Professional Staff not in Faculty Unit--President, Deans, Assistants to the Presidents, Employee benefit Coordinator, Comptroller

WESTCHESTER COMMUNITY COLLEGE
75 Grasslands Road
Valhalla, New York 10595

Joseph N. Hankin, President

Collective Bargaining Administrator:

for the College
Fred Boyar, Vice President/Dean
Administrative Services
Telephone: 914-285-6845

Dr. John F.M. Flynn
Vice President/Dean
Academic Affairs
Telephone: 914-285-6712

for Westchester County
Michael Wittenberg
Director of Labor Relations
Telephone: 914-285-2255

Bargaining Unit:

Name--Westchester Community College Federation of Teachers
Affiliation--New York State United Teachers, AFL-CIO
Local 2431
Unit Membership--All full-time and regular part-time professional staff employees and professional support staff, all adjunct teachers

Chief Negotiator: Michael Wittenberg, Westchester County Director of Labor Relations

Expiration date of current contract: August 31, 1991

Professional Staff not in Faculty Unit--Vice Presidents, Assistant to Presidents, Deans, Associate and Assistant Deans, Directors, Division Chairpersons, Registrar, Funding Coordinator, Coordinator of Financial Assistance

Faculty Contract Expiration Dates

Contracts Expiring August 31, 1989:

- Cayuga County Community College
- Fulton-Montgomery Community College

Contracts Expiring August 31, 1990:

- Broome Community College
- Columbia-Greene Community College
- Erie Community College
- Fashion Institute of Technology
- Niagara Community College
- North Country Community College
- Sullivan County Community College
- Ulster County Community College

Contracts Expiring August 31, 1991:

- Clinton Community College
- Community College of the Finger Lakes
- Dutchess Community College
- Herkimer County Community College

- Hudson Valley Community College
- Jamestown Community College
- Jefferson Community College
- Nassau Community College
- Rockland Community College
- Schenectady County Community College
- Suffolk County Community College
- Westchester Community College

Contracts Expiring August 31, 1992:

- Adirondack Community College
- Mohawk Valley Community College
- Onondaga Community College
- Orange County Community College
- Tompkins Cortland Community College

Contracts Expiring August 31, 1993:

- Genesee Community College
- Monroe Community College

Faculty Unit Affiliations

(1) Campus affiliated with New York State United Teachers (NYSUT) AFL-CIO, 80 Wolf Road, Albany, New York (518-459-5400):

Fashion Inststution of Technology
Herkimer County Community College
Mohawk Valley Community College
Monroe Community College
Nassau Community College
Onondaga Community College
Rockland Community College
Suffolk County Community College
Westchester Community College

(2) Campus affiliated with National Education Association (NEA), 217 Lark Street, Albany, New York (518-462-6451):

Adirondack Community College
Broome Community College
Cayuga County Community College
Clinton Community College
Columbia-Greene Community College
Community College of the Finger Lakes
Dutchess Community College
Erie Community College
Fulton-Montgomery Community College
Genesee Community College
Jefferson Community College
Niagara County Community College
North Country Community College
Orange County Community College
Sullivan County Community College
Tompkins Cortland Community College

(3) Campus affiliated with Civil Service Employees Administration, Inc. (CSEA), 143 Washington Avenue, Albany, New York 12210 (518-434-0191:

Herkimer County Community College

(4) Non affiliated

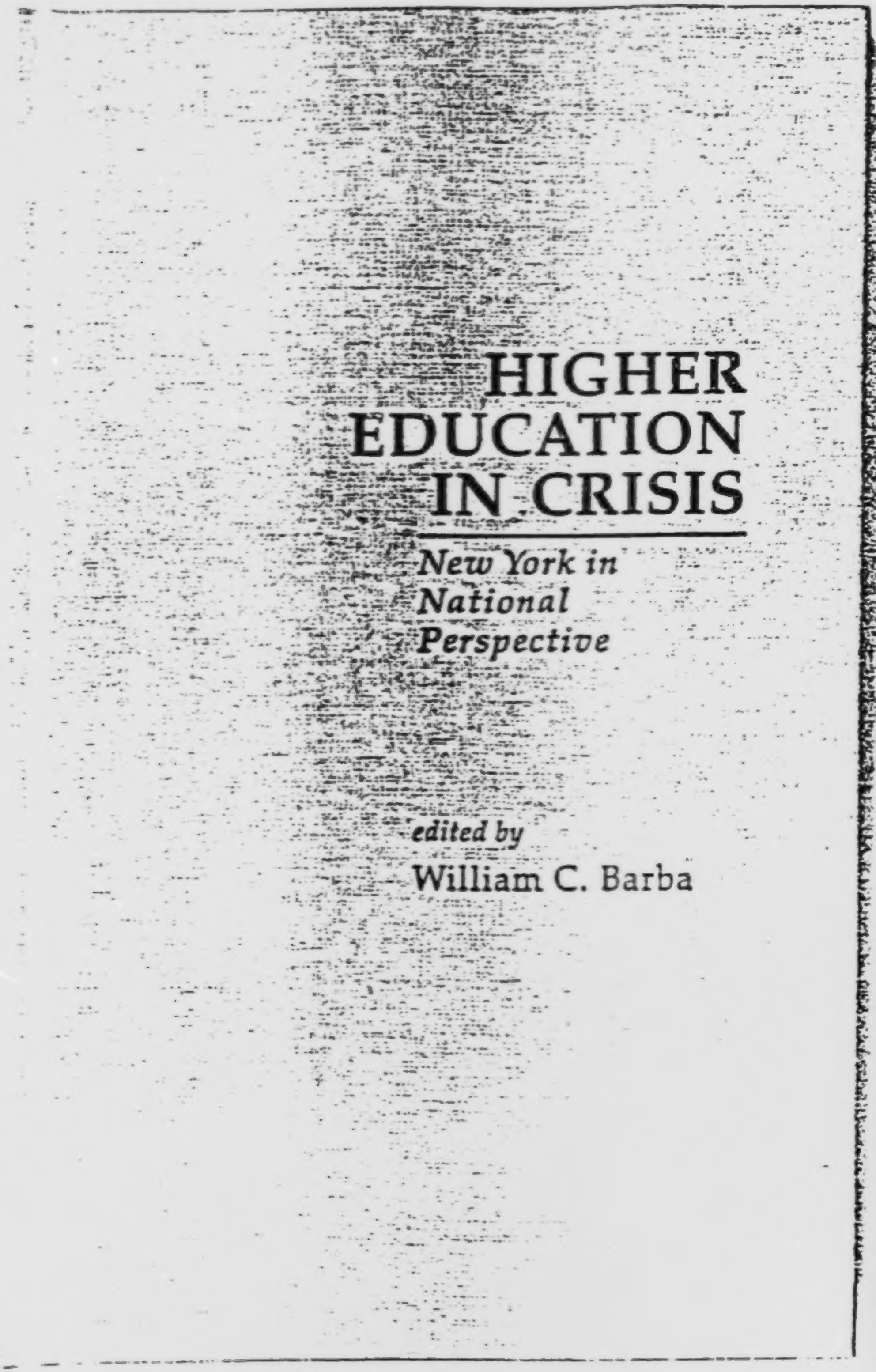
Hudson Valley Community College
Jamestown Community College
Ulster County Community College

(5) Non-unionized

Corning

Faculty Contracts
Summary of Affiliation of Chief Negotiators

	College Staff	County	Outside Professionals
Adirondack Community College	To be determined		
Broome Community College		X	
Cayuga County Community College	X		
Clinton Community College			X
Columbia-Greene Community College	X		
Community College of the Finger Lakes	To be determined		
Corning Community College	No professional bargaining unit		
Dutchess Community College			X
Erie Community college		X	
Fashion Institute of Technology	X		
Fulton-Montgomery Community College			X
Genesee Community College			X
Herkimer County Community College		X	
Hudson Valley Community College			X
Jamestown Community College	X		
Jefferson Community College		X	
Mohawk Valley Community College			X
Monroe Community College	X		
Nassau Community College	X		
Niagara County Community College			X
North Country Community College			X
Onondaga Community College			X
Orange County Community College			X
Rockland Community College	X		
Schenectady County Community College	X		
Suffolk County Community College			X
Sullivan County Community College			X
Tompkins Cortland Community College	X		
Ulster County Community College		X	
Westchester Community College		X	



HIGHER EDUCATION IN CRISIS

New York in National Perspective

edited by
William C. Barba

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Spring/Summer 1991, pp. 109, 111. See also Bruce M. Bradbury, Administering Innovative Academic Credit." *College and University*, Summer 1982, pp. 371–406.

12. The Carnegie Commission on Higher Education, *Less Time, More Options: Education Beyond the High School*. New York: McGraw-Hill, 1971, p. 15.

13. The Carnegie Commission on Higher Education, *The More Effective Use of Resources*. New York: McGraw-Hill, 1972, p. 53.

14. *Ibid.*, pp. 50–52.

15. See Montgomery, *op. cit.*; and Schoenfeld, *op. cit.*

16. See Bradbury, *op. cit.*

17. S. Frederick Starr, "Tuition Relief for the Middle Class: Three-Year College Programs for Undergraduates." *New York Times*, October 6, 1992, Op Ed Page. See also Starr, "The Three-Year B.A. Degree at Oberlin." Oberlin, Ohio: Oberlin College, February 22, 1993.

18. Gerhard Casper, "Puzzles of Higher Education." Remarks delivered at 1993 Outlook Conference of the Bay Area Council, Stanford University, 1993.

19. Virginia Council on Higher Education, *op. cit.*

20. *Ibid.*, p. 2.

Community Colleges of the 1990s
Living on the Fiscal Edge

Stuart Steiner

No single state or community college system can fairly lay claim to the title of the "most fiscally battered" during the past five years. Community college systems in almost every sector of the country could make an argument that their system deserves the title. Western state community college systems, like California, frequently receive the most prominent national attention because of their size, visibility, and the fact that, like the City University of New York (CUNY) community college system two decades earlier, the shift from free tuition to even moderate levels of tuition or fees is a major change in philosophy and in the very political fabric from which these colleges were developed.

The rapid development of community colleges during the past thirty years has related to three key factors: (1) location and easy accessibility; (2) upgraded programs, both career and transfer; and (3) low cost due to no or very low tuition. Everything seems to have grown during the past three decades. Not only have community colleges built larger and more modern facilities, but they have tended to "reach out" by building whole new campuses, branch campuses, and extension centers to bring the colleges even closer to the people they serve. Academic programs have been expanding even more rapidly than the number of community colleges created or the record number of students they now serve. The most responsive community colleges have found that meeting today's student and job market demands in such areas as allied health and high technology programs has put budget busting demands on operating budgets, so that college administrators are beginning to question whether they can really afford to start a given program even if there is clearly demonstrated community need. At the other end of the spectrum, some of the well-known national community college leaders have questioned whether they should continue to attempt to be everything for everyone, especially in the area of costly remediation programs. Unfortunately, costs of operations and costs to the students in particular have grown so rapidly that, in places like New York, where tuition alone at some community colleges has reached $2,100 per academic year, the community colleges can only call themselves low cost in comparison to the even more rapidly expanding tuitions of the state-operated colleges. The cutbacks in state funding for public higher education in New York over the past three years have been disappointing to all the colleges to say the least. But the cutbacks to the community colleges during these years have been no less than brutal. These cutbacks have come in the form of direct front-door reductions in base aid as well as more subtle, but just as deadly, back-door eliminations of funding for a variety of long-time programs, such as credit-free offerings, contract courses with business and industry, special needs and equipment funding, and other items.

Organization and Governance of SUNY's Community College System

To fully understand just how these cutbacks have impacted on the State University of New York (SUNY) community colleges, one has to have some understanding of what may be the most convoluted governance structure for any community college system in the country. There are thirty SUNY community colleges that are operated under the supervision of the State University of New York but, for the most part, each one operates fairly independently with its own governing board under broad guidelines of the SUNY Board of Trustees and other state regulations. All offer two-year associate degrees, but one also offers both a bachelor's and master's degree. There are also seven City University of New York community colleges in New York City, each with its own president who administratively reports to the City University of New York chancellor, functioning under the governance structure of the CUNY Board of Trustees. Then there are six two-year state-operated SUNY colleges that offer associate degrees, and that were formerly called Agriculture and Technical colleges. Some are authorized to offer bachelor degrees, and four have recently been upgraded in title to Colleges of Technology. These six colleges are fully state-supported campuses whose presidents report to the SUNY chancellor. Their governing board is the SUNY Board of Trustees. The four SUNY Colleges of Technology, as well as the other two that left the term agriculture in their name, have student housing, while community colleges are forbidden to have student housing except, of course, for those that do. Community colleges may not offer degrees above the associate degree level, of course, except for those that are authorized to do so. To add to the confusion, the Fashion Institute of Technology, a two-year college with an international reputation that is located in New York City is part of SUNY, not CUNY. As a result of special legislation, the Fashion Institute is authorized to offer both the bachelor's and master's degrees but is financed under the SUNY community college funding formula. Thus, there are forty-three publicly supported two-year colleges in New York State, functioning under a variety of governance structures, funded in different ways and with students paying different tuition rates ranging from a low of $1,550 to a high of $2,100 at some SUNY community colleges, to $2,700 at the six state-supported SUNY two-year colleges. This description may confuse the average reader, but in case the reader has been able to follow the structure to this point, it should be noted that there is also the University of the State of New York, better known as the New York State Education Department, that has its own president, who also has the title of commissioner of education, and a Board of Regents chaired by a chancellor. The Board of Regents has broad responsibility for all educational endeavors in the State of New York, including higher education. Its biggest impact on community colleges is in the area of academic program approval, especially when such approvals require a Master Plan amendment.

Given this clarifying statement of New York's diversified higher education governance structure, this chapter will focus on the thirty SUNY community colleges, describe how the present funding formula evolved, what the fiscal crisis has meant to many of these community colleges, how the colleges have dealt with it, and this author's view of the dramatic impact on the very mission of the community college that the present policies and the funding formula may have on the future of these colleges.

Unfortunately, what has happened to the community colleges in New York is a pattern that is being replicated at community colleges in many other states throughout the country. The SUNY community college enrollment explosion has been the most vital factor in saving many of the colleges from facing a major fiscal crisis. This factor will be discussed in more depth later in this chapter. First, however, this chapter reviews how the SUNY community colleges came into being, how their financing kept changing with their growth, state politics, and the manipulation of a funding formula to change the individual institutional philosophies and goals through changes in student/faculty ratios, expenditures, instruction, technical program offerings, "full opportunity" status, and other areas. Unfortunately, those community college systems that have not shown the enrollment growth of the majority of the SUNY community colleges during this period are the ones that are downsizing, or in business jargon, "rightsizing," that is, preparing to change their overall mission and goals to fit their decreasing finances.

Legislation to establish the State University of New York was passed in 1948 following the submission of a final report by New York's Temporary Commission on the Need for a State University. One of the key recommendations of the commission was the establishment of community colleges within the proposed state university system. There were two competing proposals: one recommended that the community colleges be part of the State University system with full state funding, while the other dealt with the community colleges as separate entities that would be state assisted. The community college enabling legislation in 1948 made it clear that the State University would be responsible for regulating the state's community college program, but the state would not be totally responsible for providing the fiscal support for these new colleges.

Originally these two-year colleges were established to provide technical training. By 1957, eleven SUNY community colleges were in operation and the limitations on some of the colleges to provide only technical training were removed. Local sponsors were given the option to allow their colleges to become comprehensive community colleges. By 1960, eighteen community colleges were in operation and that number increased to the present level of thirty by 1968.

SUNY advertises itself as the largest state university system in the world. It can make that claim thanks to the enrollment in the thirty community colleges in the SUNY system. In the 1992 fall semester, for the first time in the history of SUNY, its total enrollment exceeded 404,000. The thirty community colleges enrolled over 203,000 credit students, over 50 percent of that total, exceeding the combined enrollment of all of SUNY's state-operated units. It is anticipated that this trend in enrollments will continue, at least for the next several years. For the community colleges in New York, and in many other states where state funding is tied to an enrollment driven formula, continued enrollment growth is critical to maintaining basic operations. In the Middle Atlantic states region, roughly defined as those colleges accredited by the Middle States Association, the funding formulas in place in most states make it a basic necessity to have annual enrollment increases in order to continue to operate on the same level as the prior year.

Funding Formulas and Community College Financing

The first funding formula for the SUNY community colleges was a fairly simple one, very much like those that could be found in community colleges in states across the entire country at that time. The SUNY community colleges would be locally administered by a Board of Trustees, four appointed by the governor and five by the local sponsor. Capital cost expenditures would be equally divided between the state and the local sponsor. Many of the basic aspects of the capital and operating budget formula first envisioned in 1948 continue to remain in place, although the state no longer funds all the well-documented major capital proposals as it did in the heyday of community college development, which coincided with fiscally good times for the community colleges and the state in the 1960s. Today, some colleges are finding they cannot even seek the state's approval for 50 percent funding since their local sponsors will not commit to their 50 percent share as required by the regulations.

The initial operating budget funding formula represented a standard for the day whereby one-third of the current year operational costs would be funded by the state, one-third would come from the local sponsor, and one-third of the budget would come from student tuition and fees. Although the concept of three equal partners providing the funding to the community colleges remained in place for many years, in 1953 a "chargeback" system was developed whereby counties were required to pay community colleges a "chargeback fee" when a resident crossed a county line to attend a community college. What made this unique from other states that had chargeback systems is that, for the most part, the community colleges elsewhere would receive the chargebacks only for students whose county of residence did not have a community college, or whose home county's college did not offer the program the student wanted. In many states there are no chargeback systems and the out-of-sponsorship area student is frequently charged double tuition. In New York, a county could be supporting its local community college at the highest possible level, but it would still have to pay both an operating and a capital "chargeback" to another community college if a resident of the county elected to go to another community college. For some counties, this remains a major issue today because it has had the effect of causing widespread variations in the share of operating costs paid by the thirty SUNY community college sponsors. Thus, sponsors of community colleges with large out-of-county

enrollments have been able to shift much of the responsibility for their share of the college's support to other counties where their students maintain legal residence. An excellent example of this is the case of Hudson Valley Community College (New York), where the local county sponsor contributes less than 6 percent of the total operating budget and has had sufficient capital chargebacks to build a number of excellent facilities without contributing any significant amount of local money for the construction projects. At Jamestown Community College, which is sponsored by the City of Jamestown, the sponsor's contribution to the college operating budget is approximately 4 percent since they collect chargebacks from everyone who is not a Jamestown resident.

The approach of dividing community college financing into "one-third shares" was proposed by the 1948 Temporary Commission. The basic elements of the "one-third" approach to financing SUNY community colleges remained in place until the early 1970s when the state decided to attempt to influence the community colleges to focus on certain educational and social goals by offering them a variety of fiscal bonuses for accomplishing these state-established goals. The history of the use of these funding bonuses is instructive in that it provides a good look at how community college missions and philosophies change, depending upon the state's funding philosophy. The twenty-year history of New York State's attempt to influence the social and educational policies of the state's community college system through the budget reflects what has been happening to public community colleges in every section of the country. As we examine the way the state gave, and later took away, very narrowly focused fiscal incentives, we will see a pattern, sometimes subtle and at other times very dramatic, of changing community college missions and goals. We will see that what happened in New York is not unique to that state alone but, in one form or another, also takes place in modest size community college systems like Pennsylvania, as well as the largest community college system in the world, California, with its enrollment of over 1 million students. It should be noted that if the California community college system were part of the California state college or university system, it, and not SUNY, would be by far the largest public university system in the world.

A combination of generally high inflation rates and substantial annual enrollment increases in the United States in the late 1960s helped to accelerate higher education costs at all levels. The spiraling costs of higher education due to inflation were compounded in community colleges by significant, unanticipated enrollment increases. In New York and other states that funded their colleges based on total full-time equivalent student enrollment, these ongoing enrollment increases were causing great concern to the state budget planners, who wanted to exercise tighter control over and place limits on the state's commitment to fund its portion of expenditures for the community colleges. In New York, the increased enrollment created the need for ever increasing expenditures and, as a result, ever increasing amounts of total state aid.

In 1969, New York's Education Law was amended to require that the SUNY Trustees give prior approval to all budgeted operating costs of the community colleges since these costs were the basis for calculating the state's one-third share. In addition, a major change in the law mandated that SUNY, with the approval of the state's director of the budget, prescribe maximum limitations and regulations for operating costs. Some people felt that the introduction of collective bargaining was a key factor in the state's decision to establish these limitations since approximately 80 percent of the operating budgets of most of the community colleges in New York were related to salary and fringe benefits. There were some significant concerns expressed at the state level that local bargaining, without any state control, would rapidly accelerate salaries and, thus, the state's share of the budget. In fact, collective bargaining did indeed help to accelerate the salary, benefit, and general level of community college expenditures in New York and in other states such as Michigan and Illinois that were the early leaders in authorizing collective bargaining for their public community college faculties and staff.

The first regulatory limitation set on the community colleges was the establishment of a state aid rate of $490 per full-time equivalent (FTE) student. Thus, in order to be approved by SUNY, budgets could not reflect more than a maximum of $490 per FTE for the state's share. This amount could not exceed one-third of the total budget. So, in effect, the maximum state base aid was calculated on the basis of the state rate per FTE times the annual FTE enrollment *or* one-third of the total operating budget, whichever was the *lesser* amount. These limitations on state support were the first of a series of limitations developed by the state, through its Division of the Budget, to reduce the state's per capita costs for student enrollment in its public community colleges. Sponsors were allowed to approve budgets in excess of the one-third formula totals as long as the sponsor supplied the additional dollars. This again resulted in a wide variation of per student funding support since some sponsors provided a bare minimum amount of support while others proved more supportive of their community colleges and provided additional funds beyond what the formula generally required of them. This was not unlike what happens in funding the public schools in New York, which have significant variations in levels of support for students, depending upon the wealth and commitment to education of a given community.

The per FTE dollar limitations were merely the beginning of a decade of limitations, fiscal incentives, and other approaches that were geared to limiting state aid to community colleges, as well as encouraging colleges, with additional incentives, to become more effective and efficient in using their fiscal resources. In 1970, the Education Law was amended to provide an increase in the state funding cap, from up to one-third to a maximum of 40 percent, for community colleges that adopted a "Full Opportunity Program." While many people assumed the adoption of the full opportunity program was synonymous with establishing a complete open admissions program, such an assumption was inaccurate. To be a full opportunity community college, the college needed only to admit local high school graduates from the previous year and veterans to appropriate programs. The result of the establishment of the full opportunity program and the change in the maximum in the state aid limitation meant that community college state aid funding could be increased up to $621 per FTE for those colleges with approved

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full opportunity programs. The impact of the offer of increased dollars to community colleges that adopted the full opportunity program could be seen almost immediately, as all but four community colleges quickly moved to adopt acceptable programs by January 1971.

This increased commitment from the state to fund community colleges for up to 40 percent of their net operating costs, along with the fact that community college operating costs had increased over 100 percent during the prior five-year period, resulted in the community college funding formula once again receiving major attention from the State Division of the Budget. Thus, a new budget formula with more limitations became a major priority for the state and something to be anticipated by the community colleges. The solution was found in what has become known as the Ingler Report, which was completed in December 1969. This report suggested that state aid consist of basic aid tied to one-third of the operating budget but utilizing a predetermined rate per FTE. The report also recommended that additional aid be made available as incentives for such things as (1) a sponsor's maintenance of effort in support of its community college; (2) extra bonus aid of $35 per FTE when 50 percent or more of a college's students are enrolled in AS or AAS technical programs; (3) extra aid of $35 per FTE for meeting defined standards for efficient institutional and educational management by way of expending 50 percent or more of the college's budget on instruction; and (4) extra aid of $90 for each full-time disadvantaged student served. The state tried to influence the local sponsor by providing another $35 per FTE student if the sponsor contributed at least one-half mill, in support of their community college, of the full valuation of total real property in the sponsorship area. This provision still remains in the formula, but six of the thirty colleges will not receive the millage bonus in 1993 since their sponsors failed to meet the support requirement for this incentive. The theory, from the state's viewpoint, was that the Ingler funding formula concept would allow for some control of operational costs. In addition, the state representatives felt that the programs and operations of the colleges would not only be improved if the colleges met the criteria to earn the fiscal

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incentives, but the state would save money if the various targets of the incentives were achieved.

Both the governor and the SUNY Trustees, who are appointed by the governor, agreed that the new funding formula for community colleges would be based on the recommendations found in the Ingler Report. The new formula for state aid was to be phased in and adopted by SUNY. Aid for all Full Opportunity Program community colleges, which included all SUNY and CUNY colleges by 1978, was to be the *lesser* of either: (1) 40 percent of the net operating costs, or (2) the sum of the amount allowed per FTE times the number of calculated FTE students. The decision to provide the colleges with the lesser of these two options has sharply limited the total amount of state aid, and the 40 percent state aid level was reached statewide in only one year since the formula was adopted over two decades ago. However, as reflected above, each incentive had a purpose. In order to encourage the colleges to increase class size and operate with fewer faculty members, community colleges were offered an additional $35 per FTE if the college's student FTE/faculty FTE ratio was at least 17 to 1. When most colleges reached the 17 to 1 level in 1975, it was raised to 17.5 to 1 and in 1976, to 18 to 1. In 1977, it was increased again to 18.5 to 1. Many colleges did indeed respond to this and tried to plan class sizes and other educational factors in order to meet this incentive clause that would provide an additional $35,000 for every 1,000 FTE students enrolled at a community college. By 1981, almost all the colleges met this standard so this incentive was dropped for the 1981–82 budget year. Along the same lines, another $35 was offered to community colleges that expended 50 percent or more of their operating dollars for defined instructional purposes. Again colleges worked hard to earn this incentive and much work went into redefining many of their expenditures as instructional costs. The state auditors found that colleges responded to this by a combination of approaches, a real change in spending patterns, and a good deal of creative bookkeeping and funding allocation approaches. However, by 1977, most community colleges met the 50 percent instructional standard and, having accomplished this goal, the state dropped the incentives the following budget year.

The 1970s became a time during which colleges redefined costs and ratios, the state auditors arrived to take exception to colleges' creative accounting, and the colleges took even more exception to the auditors' creative auditing and sampling techniques. Another favorite target for the New York State auditors of that era was the $90 incentive given for each full-time disadvantaged student. The colleges were often challenged to prove, in great detail, that the student, claimed as a disadvantaged student, did indeed meet all the criteria that made a person a defined disadvantaged student. As the incentive per disadvantaged student increased to $212 per student, the pressure seemed to intensify from auditors desirous of disallowing such claims. This was thought to be a relatively long-term solution to controlling the state's support of community college funding. In addition, in order to encourage colleges to look at the possibility of renting facilities instead of constructing new ones, especially when the space needs were relatively small, in 1975, the state started to fund 40 percent of facilities rental costs. In 1978 this was increased to 50 percent and has remained at this level.

It was this formula, with anticipated adjustments in funding the basic aid per FTE enrollment, that became the foundation for determining state aid support for community colleges for almost two decades. The incentives changed according to the governor's philosophy and concerns or, in some cases, the interests of the membership of the two state legislative bodies. However, the continued rapid growth of the community colleges made the initial funding formula less than adequate in a relatively short period of time. A majority of the colleges met all the criteria to earn all the incentive bonuses for additional aid within a year or two after the formula was implemented.

Another task force was established, this one on Financing Higher Education, which resulted in another change of the law in 1973. It reemphasized that SUNY must develop maximum limitations and more regulations related to community college operating budgets—with the approval of the director of the budget. The requirement for the approval of the director of the budget before any changes could be made has put strict limitations on how fair and how creative the SUNY Board could be in addressing the needs of the community colleges. At times it appeared that the director of the budget was attempting to set community college policy by way of this control, in addition to the aggressive interpretations and disallowances his auditors were making during their site visits.

The new changes in the law were accompanied by a new set of fiscal incentives that were to be considered over and above any limitations on the 40 percent of the state aid ceiling. The additional aid that was provided in 1973 was for $150 for each full-time student enrolled in a non-business-oriented Associate of Science or Associate of Applied Science technical program. This was eventually increased to $195 for each FTE student in an approved technical program. In 1978, a similar supplemental aid provision was added for students in business programs. The colleges would receive $75, later increased to $82, per FTE business student. Both supplemental aid provisions have survived through 1993. This new form of assistance, called supplemental aid, was neither subject to the 40 percent state aid limitation nor to any other state aid cap. This allowed some community colleges to receive over 40 percent of their net operating budget from the state.

Over the years, based on the community colleges' need for dollars, the state's need to save dollars, and the mood of the legislature, there have been numerous changes and refinements of the Ingler formula. However, the basic foundation of the formula has remained in place. For example, the community colleges gained thousands of dollars in additional state aid with a slight change in the funding language that provided that the supplemental aid for technical programs would be based on an FTE calculation rather than a full-time student headcount. Since the enrollments at most community colleges reflect more part-time than full-time students, the community colleges have greatly benefited from this change for two decades. As colleges achieved different incentive plateaus, the state kept raising the goals.

At present, the base aid funding formula establishes priorities for funding based upon the prior year's actual enrollment *or* an FTE calculation based on 20, 30, and 50 percent, respectively, of the prior three years of FTE enrollments—

whichever is higher. This latter option was put into place to protect against the anticipated significant drop in community college enrollments in the 1980s, a situation that did not occur at most community colleges.

In 1981, the legislature passed a new funding initiative to meet one of its priorities for the provision of training for business and industry. Contract course aid, equivalent to base state aid, was added to the formula. Community colleges providing SUNY-approved courses in occupational training or assistance to business, labor, and management organizations or not-for-profit corporations for the purpose of creating, retaining, or improving productivity would receive funding per FTE student served under this program.

In retrospect, the 1980s proved to be a kind decade to the SUNY community colleges, as well as most community colleges nationally. Enrollments, instead of decreasing as projected, were hitting all-time record highs by the end of the decade. By the start of the 1990s, base aid in New York had increased to $1,725 per FTE student. Contract course aid was bringing in millions of dollars of additional aid to community colleges, which were serving their area businesses and industries as never before. Not only were enrollments in credit courses reaching all-time highs, but the enrollments in state-funded community service and vocational-technical credit-free training courses were being provided to hundreds of thousands of students throughout the state. This explosion of enrollments in credit-free state fundable courses was also bringing in millions of dollars of state aid for course offerings that, on the average, cost many colleges only one-quarter of what credit courses cost. Many community colleges were able to use their excess dollars from these programs to introduce new and increasingly expensive allied health and high-tech programs that demanded both substantial space and costly equipment. The record enrollments were an indication that the community colleges were hitting the targets of their affection—the students and communities they were charged to serve.

Current Crisis in Community College Financial Support

Unfortunately, the end of the 1980s became perilously poor fiscal times for New York State and its community colleges, which were not special higher education favorites of either the present or the past governor. These colleges also began to lose some of their influence with both the New York State Senate and the Assembly. Heretofore, it was the leadership of these two legislative groups that put funding in the state budget after the governors routinely left it out, or proposed reductions in aid to the community colleges in their annual budget messages. The fiscal attack on the community colleges was unprecedented in the state. First, there was an attack on the base state aid formula in 1991, reducing it by $75, reducing it by another $50 in 1992, before increasing it by $50 in 1993 to a level of $1,650 per FTE, still the lowest level since the 1988–89 budget year. Given the fiscal crisis in the state, these reductions, from a political and practical point of view, may have been viewed as fair share reductions.

The real impacts on the budget for many of the community colleges were the more subtle reductions in state support. Contract business and industry training program support, a creation of the legislature, was eliminated without much fight from anyone, costing the community colleges millions of dollars of funding each year. The funding for credit-free community service courses and for credit-free vocational-technical courses was eliminated. The result was a reduction of over $20 million per year in state assistance that had been derived from these programs. Most of the other special incentive programs that were funded for brief periods, such as those for instructional equipment, special core operations support, and a variety of other items, were eliminated. Funding for such programs as the Youth Internship Program (YIP) and the Structural Unemployment Retraining Program (SURP) annually survived the budget process since their inception in 1984 because of their strong support from one powerful legislator. Thus, in some years when neither SUNY nor the governor recommended these programs for funding, they always emerged as part of the final state budget. In 1993, SURP was finally eliminated. In a relatively short time after the elimination of funding in these areas, it was readily observable that the community colleges on a whole were eliminating or strongly reducing their offerings in these areas, as well as reducing staffs. Again, this was another example of philosophy being shaped by the dollars available.

The fact that many local sponsors, themselves feeling the impact of reduced state support, have tended to freeze the dollar level of support to their community colleges, has also contributed to their colleges' fiscal problems. A majority of the SUNY community college presidents feel that local sponsor support at many of the community colleges would have been significantly reduced if it were not for yet another piece of the state funding formula commonly referred to as the "maintenance of effort" provision. This part of the formula provides that a community college will lose all its supplemental state aid in the year that a sponsor does not show a maintenance of effort in support of its community college. This was another attempt by the state to influence the sponsor to at least maintain the same level of dollar support from year to year. In New York, this seems to have helped many of the colleges convince sponsors not to reduce their annual contribution to the college's operating budget.

Several key factors combined to save the SUNY community colleges from suffering irreparable damage to their reputations and basic ability to function. During the past four years, SUNY community colleges have raised tuition at a rapid rate that reached $2,100 at several of the colleges in 1993. A check across the nation would reflect similar rates of increases in most states. Tuition would have been established at a higher rate by several colleges if the New York State Legislature had not encouraged the SUNY Board to cap tuition at $2,100 or face legislation that would establish such a cap. Almost as astonishing, the rapid rate of tuition increase, combined with a sharp decline of high school graduates in New York State, did not result in a decline of community college enrollments. Rather, the early 1990s have produced record-breaking enrollments for SUNY community colleges. The combination of the very substantial increase in tuition, the increase in enrollment, and both the State Legislature's and the governor's willingness to fully fund all the students the community colleges enrolled, has helped ease the potential fiscal problem for many of the colleges. However, the major victim of this philosophy of funding increased costs by a combination of enrollment and tuition increases is the student.

Impact of Fiscal Constraints

In 1993, in New York, for the first time since the community college system was established, students are projected to contribute a substantially larger portion of the overall college operating costs than the state will pay. In New York, as in many other states, the rhetoric of the governor and the legislators emphasizing the need for low tuition is not matched by their votes. They insist the local sponsors should be providing more support but leave such decisions with the local sponsor.

Other externally unseen impacts of the fiscal problem are very real to the students attending these community colleges. A survey of SUNY community college presidents in 1993, conducted by the SUNY Deputy to the Chancellor for Community Colleges, asking how colleges were dealing with their fiscal problems, yielded responses that could have come from any community college system in the country. The responses are instructive. The community colleges reported negative impacts in the areas of program access, staffing, new program development, facilities, equipment, general operations, and a variety of miscellaneous areas that included such things as reductions in general library expenditures, travel and professional development activities, and a slowdown in projects to automate areas such as the library.

The number of class sections has been sharply reduced at some of the colleges, better controlled at most, and, where allowed by contract, the sizes of the classes have increased. Almost half the colleges reported that wherever possible, full-time faculty and staff were being replaced by adjuncts and part-time personnel. This has become a major area of concern for such diverse groups as unions and accreditation agencies. In addition, over one-third of the colleges were making overall staff cuts at all levels of operation.

The elimination of state fiscal support for contract courses and vocational-technical credit-free training courses was reflected in responses that showed that a vast majority of the colleges heavily engaged in these important activities had made significant reductions in these areas. The same was true in the area of community service offerings. Over one-third of the campuses reported eliminating academic programs or, perhaps even more critical, deferring the implementation of a much needed program. Again, over one-third of the colleges reported deferring capital projects and, more important, deferring maintenance.

It is well documented that deferred maintenance has a negative impact on a college, requiring extraordinary time from which to recover. There is at least one SUNY four-year unit that is still recovering from misjudgments in overutilizing this area for continued major cost reductions during the fiscal cutbacks in the 1970s. Almost all colleges reported a deferment of the purchase of general campus equipment and especially instructional equipment. In this era of high technology and computers, those colleges that have been in the forefront are hit hardest by the changes in technology, since their equipment demands constant change and updating if the colleges are to keep up with the changes in society and in the job markets for which they are preparing their students.

The findings from the informal SUNY survey are informative for their predictability and for their general applicability to community colleges across the country. No significant differences were found in this list of impacts and planned expenditure reductions from those that were discussed during similar fiscal crises during the past two decades. Regrettably, if we are to use past history to predict the future, we can predict that this crisis will pass, and when a new fiscal crisis occurs early in the next decade, the list of responses will be similar to the above.

Part-time Faculty Movement

Many would argue that the move toward increasing part-time faculty to save dollars will have the most devastating long-term impact. Certainly, when over 80 percent of community college budgets is in salary and benefits, and the majority of this is found in the instructional area, the personnel area is a reasonable place to look for cutbacks. However, while faculty unions and even accreditation associations look at this trend with concern, there are others who suggest that the estimated 189,283 part-time faculty members employed at community colleges in 1991, compared to 103,700 full-time faculty, is not a new trend but merely the continuation of one that has been in existence for almost two decades. Between 1975 and 1990, the percentage of part-time faculty employed at community colleges nationally was in the range of 55–60 percent. By 1991, when the estimated number of full-time faculty fell below the number employed in 1980, the share of part-time faculty in community colleges increased to 65 percent. This number will undoubtedly grow through 1995 as presidents hire with the intent of maintaining maximum flexibility on employment commitments until their major fiscal concerns are resolved.

A recent fact sheet from the Coast Community College District (California) probably reflects the full- to part-time ratio that mid-size to large community colleges will have by the year 2000. In the fall of 1991, Coast employed 630 full-time and 1,121 part-time faculty members to serve 53,892 full- and part-time students. Nassau Community College, the largest SUNY community college with a fall 1992 enrollment in excess of 21,500 students, employed approximately 511 full-time and 929 part-time faculty members. In fall 1992, the lowest SUNY ratio of full- to part-time faculty at mid- to large-size colleges could be found at Rockland Community College, where 166 full-time and 513 part-time faculty were employed, and at the Fashion Institute of Technology, where the ratio was 218 full-time and 631 part-time faculty. A ratio of two part-time to one full-time faculty member will be common at a large number of colleges by the end of the decade, and if the present funding problems are not resolved, a standard of three to one will not be uncommon in some states by the year 2000.

Information provided by the American Association of Community Colleges (AACC) indicates that colleges are already approaching, and many are exceeding, the two-to-one ratio on the national community college scene when in fall 1991, the figures had climbed to the aforementioned 103,700 full-time faculty and 189,283 part-time faculty members in community colleges across the country (AACC, 1992). These numbers and projections should not be surprising when the *1992 Statistical Yearbook of Community, Technical, and Junior Colleges* already notes part-time to full-time faculty ratios of more than 2 to 1 in such prominent community college states as Arizona, California, Florida, Illinois, Maryland, Michigan, New Jersey, North Carolina, Ohio, Pennsylvania, and Wisconsin. New York and Texas will probably become part of this growing group of states by 1993.

As Cohen and Brawer point out, community colleges have employed large numbers of part-time instructors since the earliest days of the community college movement. As far back as 1931, community colleges were being encouraged to utilize part-time faculty, not for dollar savings but because part-time specialists have more "expert knowledge" than full-time generalists (Cohen and Brawer, 1989). Cohen and Brawer cite Eells' (1931) work encouraging the utilization of secondary school faculty and university professors as part-time faculty to help attain closer coordination between the community colleges and these institutions. Part-time faculty continue to present other advantages, such as a willingness to teach at odd hours and at any location where an open assignment is available. The costs are also considerably less. Often colleges find that it is 50–100 percent cheaper to have one FTE faculty made up of all part-timers versus one FTE full-time faculty member, especially when all costs such as salary and fringe benefits are taken into consideration. Cohen and Brawer also suggest that student evaluations do not indicate a significant difference, from a student's standpoint, between the instruction provided by a full- or part-time faculty member. The real loss is in the faculty members' availability to students and the institution when not in the classroom. On the other hand, many collective bargaining contracts have already placed severe limitations on what institutions can require of faculty outside the classroom. In addition, there are a growing number of contracts that attempt to put some limitations on the number of adjunct faculty that an institution can employ in relation to full-time faculty. However, for all the cost-saving reasons, the easy availability of part-time faculty in most disciplines, and the relatively few major drawbacks that this option presents, the next decade will see a growth of this cost-saving option, even in years where there is no fiscal emergency that requires the use of this employment option.

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Academic Programs and Facilities

The two most lingering ill effects of a prolonged fiscal crisis are in the areas of academic programs and facilities. The heart and soul of a community college is its ability to be responsive and provide updated, current programs to its students. When a community college cannot implement needed programs, or worse, when it cannot update the facilities and equipment for current career program offerings, it faces an immediate challenge to its credibility as a quality higher education institution. The community colleges that have surged ahead in the implementation of technology will face major problems in updating basic instructional and administrative support computer equipment. The changes are so rapid that equipment that made an institution a leader in its area five years ago is outdated and sometimes outequipped by the local public school unless the institution has millions of dollars to update its computer and other high tech equipment. The days when a community college could put in a new, modern typing lab and count on it to last a decade or more are only memories of days long gone. Even in the best of times this is a major problem, and the level of this problem in poor fiscal times is best reflected by the reports of SUNY presidents that, while their entire equipment budget is $100,000, or in another case $150,000, they know it should be well over $1 million. Deferment of these purchases, although a quick, easy way to save some large, short-term dollar expenditures, could have long-term major negative implications. Unless separate, major equipment dollars become available in New York outside the regular funding formula, many SUNY community colleges will find the quality of their computing and high tech programs dropping by the year 2000.

The other easy, short-term cost-saving strategy is deferred maintenance of facilities and cutbacks in cleaning and maintenance staffs. This is a favorite strategy for some presidents who will choose any available strategy to avoid cutbacks of full-time faculty, especially where highly active unions exist. For some, avoidance of that confrontation, at least until new employment options are found, is so primary that they cannot see the long-term debilitating impact of allowing physical facilities to slowly deteriorate and the everyday appearance of their campuses to become less than attractive. One Upstate New York four-year college used this strategy, and more than a decade later, with a new president providing excellent leadership, the college still carries the stigma earned for its lack of understanding about the long-term implications of facility deterioration. At the community college it is even more important to maintain the appearance of clean and functional buildings and operations. At a state-operated college, few parents see the facilities, and there is no direct local taxpayer support, so everyone perceives the college as just a state operation. Students tend to tolerate the attendant inconveniences. At a community college, students from the community see the problems, prospective students quickly hear about deteriorating facilities, members of the Board of Trustees see the evidence when they attend regular meetings, and local taxpayers wonder why their tax dollars are not being used to maintain the facility. The impact of deferred maintenance is cumulative and may not be addressed until there is a major emergency like a roof collapsing. In New York, the rest of this decade will see an increasing number of community colleges deferring maintenance of facilities unless the fiscal picture brightens.

In New York, the past twenty years have given community college presidents and boards an opportunity to periodically test the "less money, more efficient management" theory. The long-term surviving SUNY community college leaders learned some time ago that things are never going as well as they seem to be in the best of times, nor are they really as bad as they might appear in the worst of times. The funding formula, combined with operational decision controls that are still left to most individual community colleges, have aided institutions to face and deal with some of the most difficult financial times.

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Outlook for the Remainder of the Decade

Looking at the fiscal state of the community colleges in New York, as outlined above, one might conclude that only bad things could happen to these good institutions during the rest of this decade. That is certainly what logic would suggest, but we have already seen that at SUNY community colleges, a combination of declining numbers of high school graduates, coupled with tuition increases of 50 percent or more over a three-year period for some institutions, meant increased enrollments instead of declines. So much for logic. The piece that was missing from most planning projections was the intangible of a new public awareness of and awakening to opportunities available at their community colleges. What is happening now was put into clear perspective by David Pierce, president of AACC, at a June 1993 meeting with SUNY community college presidents. Pierce indicated that community college leaders are dealing with an institution whose time is now.

For the first time, key people with knowledge and experience in community colleges are being appointed at high levels in the Department of Education. One new assistant secretary is a former CUNY community college president, and others in the administration, with prior successful experiences in their own home states like Michigan and South Carolina, see the community college as the potential centerpiece of a training and work force delivery system. Pierce feels strongly that today community colleges across the nation have the attention of both the general public and the politicians. They have seen firsthand the pockets of success where community college programs help people get jobs, move people off the public assistance roles, deliver training and academic remediation, and offer a whole variety of other successful community-based activities. A decade ago, the leadership of AACC was concerned that no one was hearing the community college story. Today, they find themselves almost overwhelmed with individuals, governmental agencies, corporations of all sizes and significant foundations, who cannot seem to get enough information about these colleges. The real question today is, if only a portion of the potential demands come to fruition, will the community colleges be ready to handle the fiscal and psychological demands and expectations placed upon them?

Pierce feels at least three things need to change, and change quickly, if the community colleges are to take advantage of this window of opportunity. Community colleges, in general, are strong on anecdotal information but weak on hard data about what they do successfully, and the impact they have on their own communities and the country as a whole. SUNY, for example, collects a tremendous amount of data from the community colleges but does not seem to know how to organize and utilize the information it has for maximum political gain. Community colleges need to generate more information about what they do and the impact of their efforts locally. In the coming decade, the collection and analysis of information on a national basis should become one of the high priorities of AACC, and this will constitute a significant change in mission and focus for AACC. This new focus will be essential to AACC's future success in providing national leadership. In New York, SUNY's job should be easier, but first the community colleges need to develop a strategy for using the myriad of information they already have before worrying about what additional information to collect and analyze.

New York again mirrors the national community college picture in the political arena, where Pierce feels that the community college sector of higher education is not as sophisticated as it should be. AACC recognizes its shortcomings in this area on the national scene, which is the first step in resolving its problem. Given the positive attitude and approach of the present AACC leadership, the next decade should provide a period when AACC gains more insight and understanding of the Washington political system and more influence with the politicians who control the funding of higher education. In New York, it is less clear whether the SUNY community colleges will gain the level of influence that their enrollments would seem to justify. Being part of SUNY is perceived a benefit by some and a drawback by others to the success of SUNY community colleges in the political arena. Those perceiving it to be a positive point to the size and potential influence of SUNY. Those seeing it as a drawback feel SUNY will always take care of its state-operated units as its first priority.

A decade from now, this same argument will persist. What is clear is that several individual community college presidents have, indeed, had a long history of political success achieving major benefits for their colleges. In SUNY, Marvin Feldman, the recently retired president of the Fashion Institute of Technology, established an enviable record of achieving community college firsts for his college, ranging from legislative authorization to offer bachelor's and master's degrees to building dormitories, sometimes achieving these successes contrary to the wishes of SUNY.

At CUNY, over the same twenty-year period, Leon Goldstein, the president of Kingsborough Community College, annually demonstrates his exceptional political acumen by gaining extremely large legislative grants outside the normal community college budgeting process. The goal in the next decade will be to focus all these efforts annually to achieving broader-based political success than has happened in the past. In New York, the past several years have shown a clear decline in the influence of the community colleges in achieving legislative success. Reviewing and reversing this decline is among the highest priorities for both the SUNY and CUNY presidents.

Finally, there is one overriding concern that will have to be successfully addressed if community colleges in New York and nationally are to have an opportunity to meet any of their overall goals and objectives. The concern is the self-image that community college personnel, including many presidents, have of the community college. The term "junior college" was dropped from the name of many of the two-year colleges by the

1960s since it was felt the word "junior" connoted something less than a full college. Recently, the national two-year college association, AACC, dropped the word "junior" from its name.

The early history of the community college movement cites many instances of faculty who took employment at two-year colleges until they could get employment at "real" four-year colleges. Too frequently, community college people still define a college by their recollection of what a university center or a liberal arts college is. The next decade will find community college personnel and leadership at both the local and national levels taking greater pride in their achievements, not only in the traditional transfer area but also in the areas of work force training, training for business and industry, providing career programs to prepare the millions of technicians that will be needed in the next decade, coordinating community services, and working with social service agencies to provide their clients with the education and training they need to migrate from the public assistance roles to the status of employed, tax-paying citizens. Too frequently the second-class citizen role given to community colleges has been given to them by the very people who work in these settings. This has begun to change in the decade of the 1990s, and there is a growing recognition that community colleges perform a variety of valuable functions, although many of these are different from those performed by traditional colleges. There appears to be a growing pride in the new generation of community college personnel in their accomplishments and their institutions' contributions to the communities they serve. If AACC continues to focus on this priority during the rest of the 1990s, the positive self-image of community college personnel a decade from now will be quite different from what it is today.

In the next decade, the SUNY community colleges will face some bumpy fiscal roads, along with many smooth rides and, like the past twenty years, this experience will be mirrored on a national basis. A decade from now, community colleges, on the strength of performance confirmed by hard statistical data, will be seen as a key component in higher education, not competing with or being compared to more one-dimensional traditional colleges. Indeed, community colleges will increasingly be

imitated by four-year institutions and universities in their attempt to gain more resources for their institutions. The first decade of the twenty-first century will recognize community colleges for their achievements rather than promote them for their potential and promise.

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From Land Grant to TQM
The Cornell Experience

Frank H. T. Rhodes

Overview

These are not flush times for America's research universities. Budget problems in many states, including New York, have forced cuts in faculty and administrative staff, in student financial aid programs, and, especially at public institutions, have set limits on the number of students that can be accommodated. At the federal level, funds for student financial aid have diminished in real terms, funding for facilities has all but disappeared, and the government seems to be moving away from meeting the full cost of the university research it funds. Industrial support has tapered off, partly because of the recession, partly because many large corporations are devoting more of their limited philanthropic dollars to support reform efforts in the public schools, and partly because, after a decade of experimentation with various collaborative arrangements, many universities and corporations have not yet found totally satisfactory mechanisms for cooperation.

Compounding higher education's budgetary woes is skepticism about the value and integrity of the institutions themselves. The general public and also some within America's universities are concerned about the quality of teaching, particularly at the undergraduate level, which is perceived to get far less attention from faculty members than research. Some

A STUDY OF INSTITUTIONAL AUTONOMY IN THE COMMUNITY COLLEGE AND ITS RELATIONSHIP TO ADMINISTRATIVE JUDGEMENTS OF INSTITUTIONAL EFFECTIVENESS

BY

Anita Voogt

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ABSTRACT

In 1988, New York State enacted the Plan C legislation intended to increase the autonomy of the community colleges of the State University of New York (SUNY), relative to the local government, in the management of their fiscal affairs, and to create a uniform statewide fiscal operating system. This study examined the nature and extent to which the autonomy of the SUNY community colleges changed between 1988 and 1994, and explored various factors and strategies thought to be correlated to autonomy. Additionally, the study explored the perceived relationship between autonomy and selected measures of institutional effectiveness.

While the fiscal autonomy of the colleges increased by twelve percentage points, issues of financial governance continue to be a concern for several of the colleges. Similarly, while personnel autonomy also increased, indications of continued local government influence are evident in several important personnel issues. The legislation was unsuccessful in establishing a uniform statewide fiscal operating system.

According to administrative judgements and, where possible, quantitative data, the factors found to be significantly correlated to the autonomy of the SUNY community colleges include the size of the college, level of resource dependence on the local government, geographic location, historical development of the college, local political and economic factors, and the level of interpersonal communication and trust between college and local government leaders. The factors found to be insignificantly correlated to autonomy include the age and mission of the college, the political orientation of the county, and the perceived quality and importance of the college in the local higher education community. The Plan C legislation appears to have prompted the colleges to develop more formal political action strategies than had been practiced in the past.

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Using the Integrated Model of Institutional Effectiveness, the findings of the study show autonomy to be significantly correlated to resource acquisition, the salaries and qualifications of administrators and faculty, and the satisfaction and motivation of the administrative staff. The findings show autonomy to be insignificantly correlated to curricular innovation, academic achievement, academic climate, and the satisfaction and motivation of the faculty and students.

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UPDATE: THE ECONOMIC IMPACT OF SUNY'S COMMUNITY COLLEGES ON THE STATE OF NEW YORK

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Executive Summary

This project is a replication of a 1987 study that estimated the economic impact of State University of New York community colleges on the State and individual sponsor areas. Multipliers and other basic economic data were adjusted based on updated information from the New York State Department of Economic Development and the U.S. Department of Commerce. Using 1989-90 expenditures from each community college, calculations of each component of the model were performed resulting in the following findings:

- Almost $1 billion of the State's economy was a direct result of spending by SUNY's community colleges, their students and their employees.
- A business volume or economic impact of nearly $2 billion was generated by expenditures of SUNY's community colleges, their students and their employees.
- The ratio of total economic impact to total revenues from all sources was 2.6 to 1.
- The ratio of statewide economic impact to State aid is 8.03 to 1.
- More than 42,000 jobs were attributable to the existence and expenditures of SUNY's community colleges.

The findings clearly demonstrate that SUNY's community colleges can be viewed as an economic entity, one that contributed to economic development much like other segments of the economy. However, it is important to note that the more important benefits, increased earning power associated with increased levels of education, and an improved quality of life, have not been included in this study.

The investment in developing human capital provides the most important return to the citizens of the State. Making higher education and technical skill training readily available to all citizens of New York State remains the main job of the community colleges. That they also have a significant economic impact further reinforces the wisdom of public investment in this unique educational system.

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UPDATE: THE ECONOMIC IMPACT OF SUNY'S COMMUNITY COLLEGES ON THE STATE OF NEW YORK

Introduction

Three years ago the Center, in cooperation with the Office of Community Colleges, SUNY Central Administration, published a study of economic impact of State University of New York community colleges on their local sponsor areas and on the State of New York. Due to the changing economic conditions and fiscal trends within the State as a whole, an update of the findings was judged useful and appropriate. With Dr. Thomas S. Kubala, Deputy to the Chancellor for Community Colleges, project staff, Dr. Gene M. Winter and Dr. LaVerna M. Fadale of the Two-Year College Development Center, University at Albany, State University of New York, a replication of the 1987 study was done in order to provide current information. For more specific details regarding rationale, model components and procedures undertaken, the reader is referred to the original study.[1]

During the fall 1990, the 30 SUNY community colleges enrolled 192,651 students in credit programs, almost 64% of all lower division students in the SUNY system. SUNY community colleges employed more than 19,000 people and had a net operating cost of $672 million dollars, of which 27% was provided by student tuition.[2] In addition to affordable access to higher education and community services, SUNY community colleges have an economic impact on local communities and as a system, on the State. Economic development is a continuing priority of all segments of state government, and community colleges are active in delivering education and training tailored to the needs of local business and industry. It is also appropriate in this context that community colleges demonstrate their value as an economic entity.

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Methodology

As in the original study, this replication used data collection instrumentation adapted from New Jersey handbook materials.[3] The questionnaire was mailed to the Presidents of each SUNY community college in December 1990, requesting data from 1989-90 sources. A copy of this instrument constitutes Appendix A. Data were analyzed and statewide publications prepared during February and March.

The basic model used in this replication and the original study was developed by Dr. G. Jeremiah Ryan for determining both local and statewide economic impact estimates of New Jersey's community colleges.[4] It was designed to overcome some of the complexity of the Caffrey and Isaacs procedures, particularly the necessity for local surveys of college employees and students.[5]

Three major expenditure components were used to estimate direct economic impact:

College budgetary expenditures - operating expenditures (excluding salaries, wages and taxes)

Employee expenditures - disposable income spent on retail sales and average rental expenditures by non-home owners

Student expenditures - college-related expenditures excluding tuition and fees

An economic multiplier was applied to each of these streams of economic activity to estimate the additional business volume or indirect economic impact that results from the direct expenditures. A different factor was used to estimate additional jobs created by the economic activity. The model and its components are illustrated in Appendix B.

As in the original study, the average percent of disposable income spent in each county(ies) (sponsor area) was determined by dividing "Total Retail Sales," (non-housing items) by "Effective Buying Income" on a county-by-county basis (TRS ÷ EBI = Non-housing Expenditure). Both data elements were identified in the 1990 Survey of Buying Power in the journal, Sales and Marketing Management.[6] Effective Buying Income was defined as disposable personal income. College employees living in the sponsor county(ies), and in the State, multiplied by the average non-housing percentage derived above, resulted in estimates of non-housing expenditures by employees (Appendix C, Employee Factor Reference Chart).

Housing expenditures by employees who rent were estimated by using census data from the New York State Statistical Yearbook 1989-90 to determine the percentage of renter-occupied housing units and the basis for median contract rent paid in each county.[7] The average 1990 levels of rental costs per county were estimated by applying trend data in Current Housing Reports, 1980 and 1985 (Appendix C) to 1980 census data.[8, 9]

Following the procedures used in the original study, discussions with research staff at the New York State Department of Economic Development confirmed the appropriate current multipliers as 2.06 for State indirect impact and 1.7 for local college indirect impact. Both of the current multipliers are lower, .04 and .1 respectively, than those used in the 1987 study.

A college carries with it the necessity for creating a number of jobs to carry out its functions. In addition, expenditures by the college, its students and employees increase economic activity which, in turn, results in the creation and support of additional jobs. A U.S.

Department of Commerce handbook for regional input-output analysis identifies multipliers for all industries for all states.[10] The Department provided an updated figure of 30.6 new jobs created for each million dollars of expenditure in education and miscellaneous industries in New York State. This figure is 9.5 less than the number used in the 1987 study, a reflection of the changes in the economy.

Limitations of the Study

Any study of this type only provides estimates of the real economic impact that community colleges have on a state. The Ryan-New Jersey model does not include some components that various adaptations of the Caffrey and Isaacs model have used, such as expansion of the credit base of local banks due to college-related deposits, expenditures by visitors to college-related events, and college employee investments in real property (home ownership). Nor does the model include state and local taxes paid by employees, increases in sales tax revenues due to college-related expenses, and estimates of tax revenue foregone because of college property being tax-exempt.

The exclusions, while overcoming the necessity of local surveys at each college, also insure underestimation of the actual economic impact. The purpose of this study is to show a reasonable and defensible impact of the colleges as an economic entity, not to arrive at an optimum estimate of their economic value. It must be remembered that the most important mission of community colleges is to provide education and training to the citizens of the State.

Findings: Economic Impact on the State

Using data provided by the community colleges or from SUNY Central, calculations were made following the model as previously outlined. The economic impact of the SUNY community colleges on the economy of New York State in 1989-90 was estimated to be:

College Expenditures	$299,951,611
Employee Expenditures	$185,139,151
Student Expenditures	$480,937,716

DIRECT ECONOMIC IMPACT OF SUNY COMMUNITY COLLEGES $966,028,478

Almost $1 billion of the State's economy is a direct result of spending by the SUNY community colleges, their students and their employees. This is $275 million more than in 1987. Student expenditures increased more than $94 million, employee expenditures increased more than $63 million and college expenditures increased about $118 million during the past three years.

The largest component of the direct economic impact was student expenditures which account for nearly 50% of the total. College non-salary expenditures comprised about 31% of the impact and employee expenditures accounted for 19%. The proportions among the three major expenditure components remain similar to the 1987 study.

In order to account for the additional business volume that resulted from respending that occurs following the original expenditure, the multiplier of 2.06 (provided by the New York State Department of Economic Development) was applied to the total direct impact with the following result.

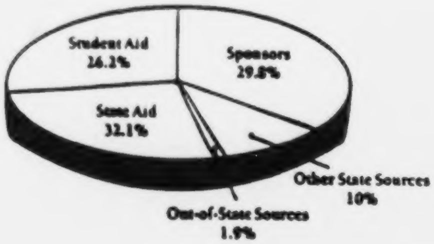
TOTAL ECONOMIC IMPACT OF SUNY COMMUNITY COLLEGES

2.06 X $966,028,478 = $1,990,018,664

A business volume of nearly $2 billion was generated by the expenditures of SUNY community colleges, their students and employees in 1989-90.

Community College Revenues. Most of the support for community colleges comes from three sources: student tuition, State aid and the local sponsor. The amounts and relationships are graphically presented as follows:

Student Tuition	$202,286,263
State Aid	$247,831,209
Sponsor (including Chargeback Revenue)	$229,857,694
Other State Sources	$ 77,473,445
Out-of-State Sources	$ 14,511,068



SUNY COMMUNITY COLLEGE REVENUES FOR 1989-90 $771,959,679

When a comparison of revenues ($771,959,679) is made to total economic impact ($1,990,018,664), the result is a finding that each dollar of total revenue has an economic impact of 2.6 to 1, comparable to the result of the previous study. The revenue share from student tuition has decreased 2.4%, sponsor aid decreased 1.6% and State aid decreased 1.0%. Out-of-state sources increased .5% and other State sources, 4.5%.

When comparing total economic impact to State aid revenue only, the relationship is a ratio of 8.03 to 1, as subsequently illustrated. This is .43 greater than the ratio of 7.6 found by the 1987 study.

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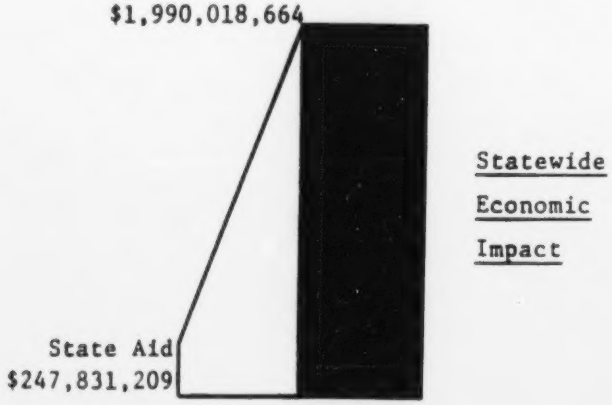
RELATIONSHIP OF STATE AID TO TOTAL ECONOMIC IMPACT



Job Opportunities. The employment opportunities created by the existence of the community college system were estimated by using the multiplier of 30.6 for each million dollars of direct economic impact. Reflecting the current economy, this factor was 9.5 less than in the previous study. This resulted in an estimated 26,391 jobs created in New York State. When added to the 16,092 full-time equivalent jobs already existing in the colleges, the result is a total of 42,483 employment opportunities. Stated another way, more than 42,000 jobs across the State were attributable to SUNY's community colleges. This figure was approximately 1,000 greater than the 1987 findings even though the recommended multiplier decreased markedly (40.1 to 30.6).

Findings: Average Economic Impact on Sponsor Areas

The model was also used to estimate the economic impact of each SUNY community college (N=30) on its sponsor area. Calculations were performed as outlined in Appendix D. Of the total in-state direct expenditures by community colleges, their faculty and students, 50.1%, or almost $516 million, are spent within their respective sponsor areas.

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Listed below are average expenditures within a community college sponsor area:

Average College Expenditures	$ 6,546,236
Average Student Expenditures	$16,031,257
Average Employee Expenditures	$ 5,548,387

AVERAGE DIRECT ECONOMIC IMPACT $28,748,798

On average, nearly $29 million was spent by a community college, its employees and its students, within the sponsor areas, an $8.5 million increase since the last study. Of these average expenditures, student expenditures accounted for 57% of the economic impact on sponsor areas, college expenditures accounted for 23% and employee expenditures accounted for 20%. During the past three years, the percentage of the total accounted for by student expenditures decreased 6%, college expenditures increased by 4% and employee expenditures increased 2%.

A multiplier of 1.7 (based on information from the New York State Department of Economic Development) was applied to the total average direct impact in order to account for respending of the original expenditure.

AVERAGE TOTAL LOCAL ECONOMIC IMPACT

1.7 X $28,748,798 - $47,813,996

On average, a business volume of nearly $48 million was generated within a sponsor area by the expenditures of a community college, its employees and students. This reflects an $11 million increase since the previous study.

Sponsor Contributions. Sponsor contributions included local tax and chargeback revenues. Because of size and location, local sponsor contributions ranged from about $2.1 million to more than $36 million.

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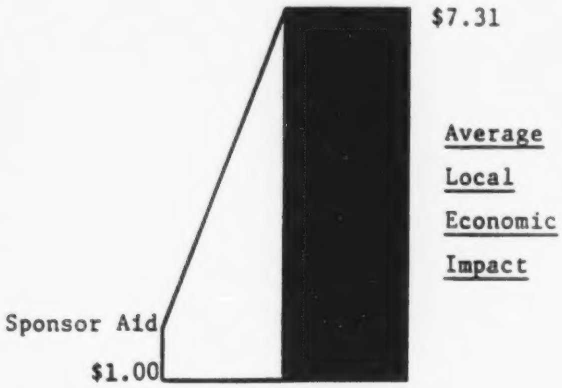
The average sponsor revenue was $3,830,961. On average, the ratio of each sponsor dollar to total economic impact was 1:7.31, ranging from $2.82 to $13.06, depending on number of variables associated with each college and service area.

RELATIONSHIP OF AVERAGE SPONSOR AID TO AVERAGE LOCAL ECONOMIC IMPACT



Job Opportunities. The existence and expenditures of a community college within a sponsor area results in the creation of new jobs as result of the economic activity. When the employment multiplier was applied to the average direct economic impact, the result was an estimate of 879.7 jobs created, on average, in each sponsor area. Each college, on average, had 536.4 existing full-time equivalent jobs. This resulted in a finding of average total employment opportunities attributable to the college of 1,416 jobs in each sponsor area. Stated another way, on average, for each existing job at a community college, 1.64 additional jobs were created within the community.

Summary

This project used the economic impact model previously used in the 1987 study to estimate the economic impact of State University of New York community colleges on the State and sponsor areas. Multipliers were adjusted based on advice from the New York State Department of

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Economic Development and the U.S. Department of Commerce. Using 1989-90 data from each community college, calculations of each component of the model were performed resulting in the findings as shown below.

The SUNY community colleges generated an economic impact in New York State as follows:

- Almost $1 billion of the State's economy was a direct result of spending by SUNY's community colleges, their students and their employees.
- A business volume or economic impact of nearly $2 billion was generated by expenditures of SUNY's community colleges, their students and their employees.
- The ratio of total economic impact to total revenues from all sources was 2.6 to 1.
- The ratio of statewide economic impact to State aid was 8.03 to 1.
- More than 42,000 jobs were attributable to the existence and expenditures of SUNY's community colleges.

The impact on sponsor areas was:

- More than 50% of expenditures by community colleges, faculty and students were within their respective sponsor areas.
- Student expenditures accounted for 57%, college expenditures for 22% and employee expenditures for 21% of the direct economic impact.
- Nearly $29 million was spent by the "average" community college, its employees and students within the sponsor area.
- On average, a business volume of nearly $48 million was generated within a sponsor area by the expenditures of the college, its students and employees.
- On average, the ratio of total economic impact to each dollar of sponsor revenue was 7.31 to 1.
- On average, the existence of the college accounted for more than 1,400 jobs within each sponsor area of the community.

The findings of a ratio of economic impact to State aid of 8.03 to 1 was conservative compared to results of studies done in other states.[11] The differences were primarily caused by use of smaller multipliers and conservative estimates of components of employee

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expenditures. Still the findings clearly demonstrated that the SUNY community colleges can be viewed as an economic entity, one that contributes to economic development much like other segments of the economy.

Readers must remember that the more important benefits, increased earning power associated with increased levels of education, and an improved quality of life, have not been included in this study. The investment in developing human capital provides the most important return to the citizens of the State. Making higher education and technical skill training readily available to all citizens of New York State remains the main job of the community colleges. That they also have a significant economic impact further reinforces the wisdom of public investment in this unique educational system.

SELECTED REFERENCES

1) The Economic Impact of the SUNY Community Colleges on the State of New York. Two-Year College Development Center, University at Albany, February 1988. (Two reports: full report with appendices and a statistical report).

2) Community College Stats, 1990 Edition. Albany, NY: Office of Community Colleges, State University of New York.

3) Brookdale Community College. Handbook for Conducting A Study of the Economic Impact of A Community College. Lincroft, NJ: Office of Research and Development, 1983.

4) Ryan, G. Jeremiah. The Direct Economic Impact of New Jersey's Community Colleges, Nova University, Ed.D. Dissertation, 1983, p. 57. ED 233774.

5) Caffrey, John and Isaacs, Herbert. Estimating the Impact of A College or University on the Local Economy. Washington, D.C.: American Council on Education, 1971.

6) 1990 Survey of Buying Power, Sales and Marketing Management, October 1990.

7) 1989-90 New York State Statistical Yearbook, 16th Edition. Albany, NY: The Nelson Rockefeller Institute of Government, State University of New York.

8) Current Housing Reports #150-87, Annual Housing Survey, 1985 - Table 4-13 and 1987 Table 4-13. U.S. Department of Commerce, Bureau of Census; U.S. Department of Housing and Urban Development, Office of Policy Development and Research.

9) Current Housing Reports #150-87, Annual Housing Survey: 1980 Part F. U.S. Department of Commerce, Bureau of Census; U.S. Department of Housing and Urban Development, Office of Policy Development and Research.

10) Regional Multipliers: A User Handbook for the Regional Input-Output Modeling System. Washington, D.C.: U.S. Department of Commerce, Bureau of Economic Analysis, U.S. Government Printing Office, May 1989.

11) Kansas Council of Community College Presidents, The Economic Impact of the Kansas Community College on the Counties and State of Kansas, Fiscal 1983-84. Overland Park, KS: Office of Institutional Research, Johnson County Community College, January 1985.

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APPENDIX A

UPDATE SURVEY: ECONOMIC IMPACT OF SUNY COMMUNITY COLLEGES

December 1990

In 1987, the Two Year College Development Center and State University of New York Office of Community Colleges undertook a study to determine the statewide and local economic impact of SUNY community colleges. Given the changes in the economy and fiscal climate within New York State over the past three years, we feel that an update of the economic impact is warranted.

The model used in the original effort (Ryan 1983) will also be used in this replication. Directions and suggestions are provided for each segment of information needed. 1989-90 data should be used as the information source.

We hope all community colleges will participate so that the results will have maximum utility. We plan to have the report completed by early March. In addition, each college will be provided with its local sponsor impact results if requested.

Please return the completed form by January 18, 1991 to:

Dr. Gene M. Winter, Director
Two-Year College Devleopment Center
University at Albany
135 Western Avenue, Husted 208
Albany, New York 12222

Thank you for your cooperation.

. . . .

College: ______________________________

Sponsor County(ies): ______________________

Name/Title of Person Completing Survey: __________

____

Phone Number: (___)______________________

Information Requested	Directions/Source of Information
1. College expenditure: $__________________	Includes total college expenditures for the fiscal year ending June 30, 1990, but excludes the following: a. all salaries paid to employees b. all internal transfers (that are not then expended externally) c. all taxes Source: Use 1989-90 fiscal year audit or Fiscal Year 1990 HEGIS Financial Report, line for "total current fund operating expenditures and mandatory transfers," minus exclusions listed above, and plus any expenditures for building projects, capital, acquisitions, etc.
2. Total Expenditures for Student Activities: $__________________	Includes athletic expenditures and programs generated by fees, admissions and fund-raising activities of clubs and organizations. Source should be Student Activities Office.
3. Percentage of college expenditures spent: a. in sponsor area ______________% b. in New York State ______________% c. out-of-state ______________%	There are two methods of deriving this information from college business records: First, identify expenditures by addresses of vendors; Then, either calculate actual total expenditures in a) county(ies) in the college's sponsor area; b) in New York State; and c) out-of-state for fiscal 1989-90; OR Examine three months of activity (in three different quarters) to determine average percentage spent in: a) sponsor area, b) in-State and c) out-of-state.

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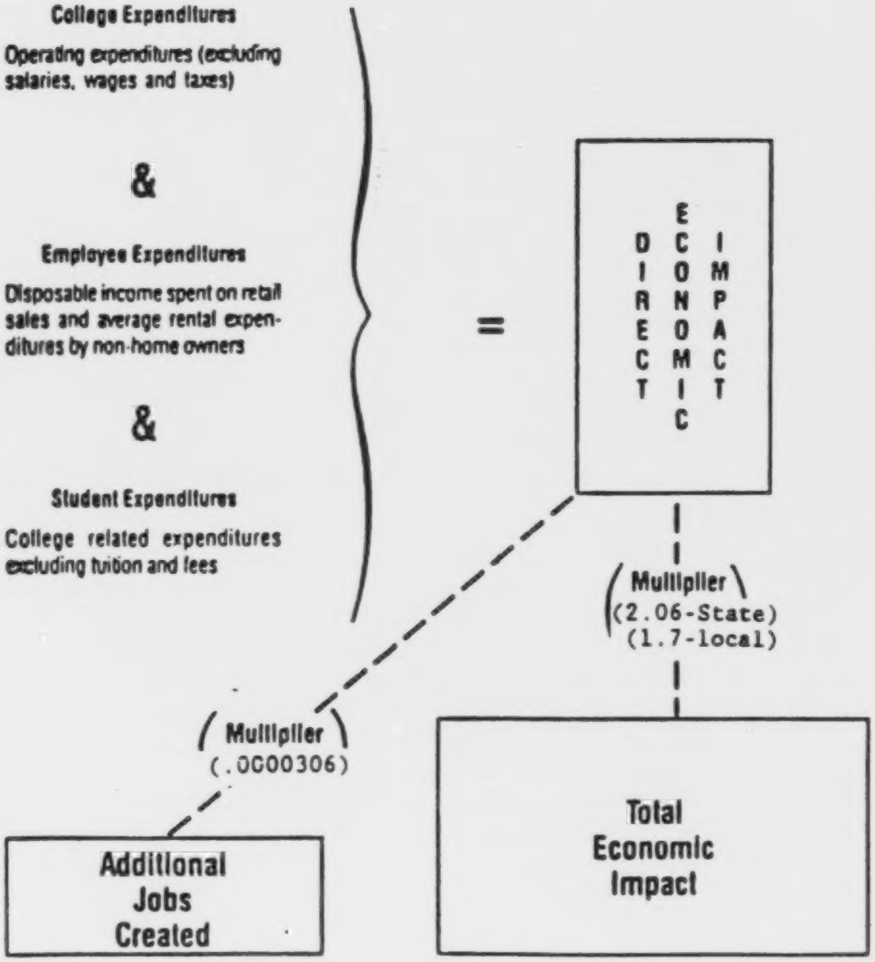
Information Requested	Directions/Source of Information
4. Number of college employees: a. full-time: ____ b. part-time: ____ c. TOTAL NUMBER: ____ d. FTE for above: ____	Use end of 1989 calendar year payroll records, W-2 submissions, or 1989-90 annual budget and data to determine all college employees during 1989. Include all employees, professional and non-professional.
5. College employees who live: in sponsor county(ies): a. full-time: ____ b. part-time: ____ c. TOTAL: ____ in New York State: a. full-time: ____ b. part-time: ____ c. TOTAL: ____	Use address information on payroll records or in college directory. If data on part-time employees are not available, assume the same percentage of part-time employees live in the county sponsor area, and in New York State as full-time employees do.
6. Total disposable income available to college employees $____________	Use appropriate college records to determine total money paid directly to all college employees, including payments/deductions for employee benefits but excluding a) all taxes withheld (i.e., city, state, federal, Social Security) and b) all mandatory retirement deductions.
7. Number of students: a. full-time: ____ b. part-time: ____ c. TOTAL: ____	This should be available on HEGIS forms, state reports and/or internal audits. Identify both full-time and part-time students defined as follows: a. full-time student: enrolled in 12 or more credit hours b. part-time students: enrolled for less than 12 credit hours.

Information Requested	Directions/Source of Information
8. Average annual college-related expenditures by full-time students: $______________	Use financial aid schedules for the 1989-90 academic year to estimate nine-month living allowances and book costs for a single, dependent, full-time student living at home. Exclude cost of tuition and fees.
9. Average annual college-related expenditures by part-time students: $______________	Use the same financial aid schedule specified in #8 above to estimate the nine-month costs only for books, college-related supplies and transportation to and from classes for a part-time student (assume 6 credit hours). Exclude cost of tuition and fees.
10. Revenue from students: $______________ Revenue from sponsor: $______________ Chargeback revenue: $______________ State aid: $______________ Revenue from other sources within the State: $______________ Revenue from out-of-state sources: $______________	Available from appropriate 1989-90 college records.

Thank you for your cooperation.

APPENDIX B

Components of the Economic Impact Model


College Expenditures
Operating expenditures (excluding salaries, wages and taxes)
&
Employee Expenditures
Disposable income spent on retail sales and average rental expenditures by non-home owners
&
Student Expenditures
College related expenditures excluding tuition and fees
=
DIRECT ECONOMIC IMPACT
Multiplier (2.06-State) (1.7-local)
Multiplier (.0000306)
Additional Jobs Created
Total Economic Impact

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APPENDIX C

Employee Factor Reference Chart I

	A Non-housing In-County Estimates	B County Percentage Who Rent	C Estimated for 1990 - County Mean Rent
New York State		51.4%	$425
New York City:	35.6%	76.6%	432
Bronx	24.9%	85.4%	395
Kings	27.0%	76.6%	401
Manhattan	51.7%	92.2%	484
Queens	28.7%	61.9%	308
Richmond	34.7%	39.1%	464
Rest of State:		31.5%	403
Albany	71.4%	43.9%	379
Allegany	39.7%	25.5%	271
Broome	59.9%	34.6%	354
Cattaraugus	48.7%	26.4%	267
Cayuga	48.0%	28.9%	324
Chautauqua	51.2%	29.2%	306
Chemung	63.9%	30.5%	332
Chenango	46.5%	25.5%	312
Clinton	72.5%	36.6%	354

Column A - Total Retail Sales per County ÷ Effective Buying Income (or disposable income)
Source: S & MM/1990 Survey of Buying Power

Column B - Percent of Renter-Occupied Housing Units
Source: New York State Statistical Yearbook 1989-90

Column C - Average Rent per County - Estimated for 1990 from trend data found in:
Current Housing Reports #150-87, Annual Housing Survey, 1985 - Table 4-13 and 1987 Table 4-13; U.S. Department of Commerce - Bureau of Census; U.S. Department of Housing and Urban Development - Office of Policy Development and Research
Current Housing Reports #150-87; Annual Housing Survey: 1980 Part F; U.S. Department of Commerce - Bureau of Census; U.S. Department of Housing and Urban Development - Office of Policy Development and Research.

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	A Non-housing In-county Estimates	B County Percentage Who Rent	C Estimated for 1990 - County Mean Rent
Columbia	45.4%	29.7%	$316
Cortland	71.3%	35.7%	332
Delaware	67.8%	25.9%	304
Dutchess	53.8%	33.5%	452
Erie	52.5%	37.4%	314
Essex	63.1%	25.6%	310
Franklin	61.2%	29.7%	394
Fulton	54.2%	28.3%	249
Genesee	58.2%	26.7%	356
Greene	58.8%	27.2%	320
Hamilton	51.7%	18.2%	249
Herkimer	49.7%	28.4%	249
Jefferson	82.9%	31.6%	306
Lewis	32.9%	19.7%	253
Livingston	48.4%	27.5%	348
Madison	48.1%	25.8%	332
Monroe	54.0%	36.7%	427
Montgomery	47.7%	33.1%	215
Nassau	51.1%	21.1%	634
Niagara	53.3%	31.2%	330
Oneida	57.8%	34.7%	304
Onondaga	59.4%	38.2%	364
Ontario	69.3%	26.9%	368
Orange	62.1%	34.3%	431

	A Non-housing In-county Estimates	B County Percentage Who Rent	C Estimated for 1990 - County Mean Rent
Orleans	30.3%	25.2%	$334
Oswego	41.0%	26.9%	342
Otsego	68.7%	28.9%	325
Putnam	34.2%	20.4%	569
Rensselaer	43.9%	36.8%	308
Rockland	35.4%	29.1%	597
St. Lawrence	62.9%	28.2%	302
Saratoga	53.6%	27.4%	368
Schenectady	53.0%	33.1%	344
Schoharie	45.7%	23.9%	322
Schuyler	45.6%	19.8%	312
Seneca	40.8%	24.5%	340
Steuben	53.6%	25.3%	312
Suffolk	51.4%	20.1%	601
Sullivan	57.1%	31.8%	365
Tioga	45.7%	20.3%	318
Tompkins	49.7%	44.8%	423
Ulster	58.4%	31.3%	399
Warren	79.8%	31.9%	334
Washington	45.0%	24.6%	298
Wayne	34.8%	23.4%	348
Westchester	41.6%	47.6%	541
Wyoming	42.9%	24.2%	310
Yates	42.9%	23.6%	310

CALCULATIONS OF ECONOMIC IMPACT - SPONSOR COUNTY(IES)

College: ____________________

Data Items	Procedures	Estimate
A. Student Activity expenditures spent in County	Found by applying percentage computed in #3a to total reported in #2 (on survey).	$________
B. College expenditures spent in County	Found by applying percentage computed in #3a to total reported in #1 (on survey).	$________
C. Total in-County expenditures by the College	Computed by adding A and B.	$________
D. Employees non-housing expenditures	Obtained as follows: Disposable Income (#6 survey) X Percentage of in-County Staff (#5 survey) X Average Percentage of non-housing in-County expenditures (Column A - Chart I)	$________
E. Expenditures of out-of-County full-time employees spent in-County on non-housing items	Obtained as follows: Total number of out-of-County Full-time employees X $1,000 Part-time employees X $ 500 (#4 and 5 - survey)	 $________ $________
F. Rental Expenditures by full-time college staff living in County	Total full-time staff living in County X County percentage who rent (Column B - Chart I) X County Median Rent X 12 months (Column C - Chart I)	$________
G. Total In-County employee expenditures	Computed as follows: D + E + F	$________

APPENDIX D

Data Items	Procedures	Estimate
H. Total expenditures by full-time students	Computed by the following method: 7a X 8 (on survey)	$__________
I. Total expenditures by part-time students	Computed by the following method: 7b X 9 (on survey)	$__________
J. Total expenditures by students	Computed by adding H and I	$__________
K. Total initial economic impact of the College on the County	C + G + J	$__________
L. Multiplier Effect		1.7
M. Total Estimated Economic Impact	L X K	$__________
N. Full-time employees living in County	FTE (4d on survey)	__________
O. Total initial economic impact of the College in the County	K	$__________
P. Jobs related to the College	K X .0000306	__________
Q. Total full-time employment related to the College	N + P	__________
R. Ratio of sponsor contribution to total economic impact	M ÷ sponsor + chargeback revenues	__________

Adapted from: *Handbook for Conducting A Study of the Economic Impact of A Community College*, Brookdale Community College, Lincroft, New Jersey, 1983.

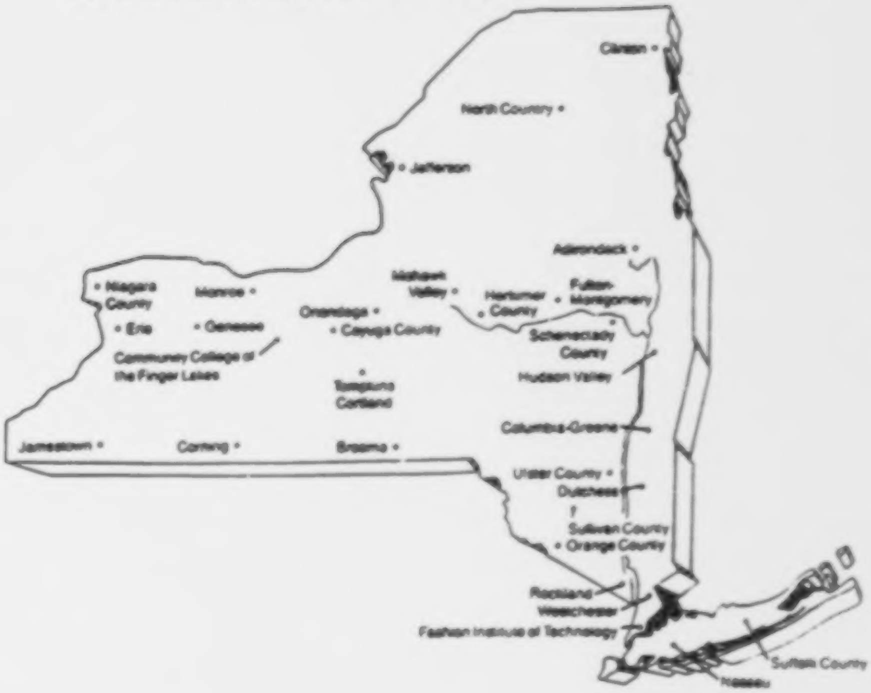
CALCULATIONS OF ECONOMIC IMPACT - STATE

Data Items	Procedures	Estimate
A. Student activity expenditures spent in State	Found by applying percentage computed in #3b to total reported in #2 (on survey).	$__________
B. College expenditures spent in State	Found by applying percentage computed in #3b to total reported in #1 (on survey).	$__________
C. Total in-State expenditures by College	Computed by adding A and B.	$__________
D. Employees non-housing expenditures	Obtained as follows: Disposable Income (#6 - Survey) X Percentage of in-State Staff (#5 - Survey) X Average percentage of non-housing expenditures by County (Use Column A, Chart I)	$__________
E. Expenditures of out-of-State full-time employees spent in County on non-housing items	Obtained as follows: Total number of out-of-State full-time employees X $1,000	$__________
Part-time	Total number of part-time out-of-State (#4 & 5 - Survey) X $ 500	$__________
F. Rental Expenditures by full-time college staff living in State	Computed as follows: Total full-time staff living in State X Percentage who rent (Use County % Column B - Chart I) X Median rent X 12 months (Use Column C - Chart I)	$__________
G. Total employee expenditures in State	Computed as follows: D + E + F	$__________

Data items	Procedures	Estimate
H. Total student expenditures in State	Same figure as in-County; use Student Expenditures from J, Local Sponsor Calculation	$________
I. Total direct economic impact of the College on the State	C + G + H	$________
J. Multiplier Effect	Statewide multiplier - 2.06	2.06
K. Total Estimated Economic Impact	I X J	$________
L. FTE living in State - (as reported in #4 on survey form)		________
M. Jobs related to the College	I X .0000306	________
N. Total full-time employment related to the College	L + M	________

Adapted from: Handbook for Conducting A Study of the Economic Impact of A Community College, Brookdale Community College, Lincroft, New Jersey, 1983.

COMMUNITY COLLEGES OF STATE UNIVERSITY OF NEW YORK


Clinton
North Country
Jefferson
Adirondack
Niagara County
Monroe
Mohawk Valley
Herkimer County
Fulton-Montgomery
Onondaga
Cayuga County
Erie
Genesee
Schenectady County
Community College of the Finger Lakes
Tompkins Cortland
Hudson Valley
Columbia-Greene
Jamestown
Corning
Broome
Ulster County
Dutchess
Sullivan County
Orange County
Rockland
Westchester
Fashion Institute of Technology
Suffolk County
Nassau

1948

THE ECONOMIC IMPACT
OF
THE STATE UNIVERSITY OF NEW YORK
ON
THE STATE OF NEW YORK
IN
1992 - 1993

Fall 1994

STATE UNIVERSITY OF NEW YORK
SUNY

THE ECONOMIC IMPACT
OF
THE STATE UNIVERSITY OF NEW YORK
ON
THE STATE OF NEW YORK
IN
1992 - 1993

Fall 1994

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** **Highlights** (facts, figures of SUNY)

- For almost 50 years in providing higher education to the citizens of New York, SUNY achieves an exceptional balance of quality, affordability, and accessibility within the reach of all New Yorkers.

- One-third of all New York State high school graduates enroll at a SUNY campus.

- SUNY's total enrollment is close to half of all college students in the New York State. Students from every county in New York State benefit from SUNY's accessibility.

- SUNY's community colleges enroll more than half of SUNY's student body.

- SUNY has 1.4 million graduates staying in New York State and contributing to the State's economy. They represent a diversity of professions.

- SUNY is one of the nation's most diversified, complex and largest comprehensive public university having 64 campuses, enrolling more than 400,000 students, and conferring approximately 76,000 degrees each year.

- SUNY offers more than 4,900 programs of study. Almost every field of academic or professional study is offered somewhere within the system.

- In 1992-93, over $9.18 billion of the New York State's economy was a direct result of spending by SUNY, its employees, students and visitors in the economic activity of New York State. This effect of SUNY's spending activities was over 5.6 times the amount of the state's $1.63 billion investment in SUNY in fiscal year 1993.

- SUNY expands the economy by attracting ou-of-state dollars which entered New York State through research grants, spending by non-resident and foreign students, and federal student assistance. In fiscal year 1993, over $983 million entered New York through SUNY from outside the State.

- In addition to SUNY's direct employment of 78,997 people, 32,952 additional jobs for New Yorkers were attributable to SUNY, its direct expenditures and spending on capital projects in fiscal year 1993.

- In 1993, SUNY employees paid an estimated $414 million in income, sales, and property taxes to the State of New York.

- SUNY students spent an estimated $2.2 billion during the 1992-93 academic year for off-campus expenses related to attendance.

- In 1993, approximately 1.2 million people visited SUNY's state-operated campuses and spent an estimated $50 million in the local economy.

- Research and other externally funded programs at SUNY have more than doubled in the past ten years to a projected $330 million in expenditures in this year. More than 7,000 sponsored research programs conducted by SUNY faculty directly benefit the economic development of the regions. Research activities generated jobs for more than 8,000 New York residents.

- Since 1987, SUNY's technology transfer program has consistently ranked among the top 20 research universities and moved into the top 10 in issued patents of U.S. universities engaging in significant research and development.

- SBDC has counseled 52,250 clients, helped clients acquire $355 million in private and public funding for businesses, and inturn, these businesses has helped create almost 23,000 jobs. SBDC serves a broad cross-section of New York's 400,000 small businesses.

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A MESSAGE FROM THE INTERIM CHANCELLOR

(A Picture of Dr. Joseph C. Burke)

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PREFACE

This economic impact study is designed to measure much of the annual economic impact of the SUNY system -- in particular the state-operated campuses and community colleges -- on the State of New York. It is also hoped that the information will reflect and make more understandable the complex interrelationship between SUNY and the people of New York. We hope that the net effect will be to improve the understanding and appreciation of SUNY among all of the university's constituencies.

AN INTRODUCTION TO THE STATE UNIVERSITY OF NEW YORK

The State University of New York (SUNY) is one of the nation's most diversified, complex and largest comprehensive public university system. Born of the vision for broad access and based upon the state's higher education tradition and the rich diversity, the State University of New York was dedicated on March 12, 1948 as a university of the people. The history of SUNY reveals the development of a most unusual higher education institution. At its founding in 1948, the University comprised 32 colleges which had acted independently of each other, but whose histories of service dated as far back as 1816. As the nation's largest comprehensive university system, today SUNY is composed of 29 state-operated campuses that consist of 4 university centers (2 with health science centers); 13 university colleges; 2 stand-alone health science centers; 6 two-year colleges of technology (2 of these also focus on agriculture) and 1 upper-division institute of technology; and 3 specialized colleges. SUNY also encompasses 5 statutory colleges (4 at Cornell University and 1 at Alfred University) and 30 community colleges. These 64 campuses cover all geographical areas of New York State, from the completely rural to the strictly urban. Some campuses have multiple sites and occupy several hundred acres, while others are small and self-contained. They attract a variety of students, from those who thrive on the cultural and recreational opportunities available in metropolitan areas, to those who prefer the personal attention and recognition offered by a more intimate environment.

In less than a half century of existence as a state university system, SUNY has become a diversified yet integrated system, offering a full range of academic programs from certificates to post-doctoral work. Almost every field of academic or professional study is offered somewhere within the system, meeting the needs of an increasingly diverse population. SUNY's 64 campuses have a total enrollment of over 400,000 students -- more than 40 percent of the state's higher education student population. By its 46th year, SUNY has conferred more than 1.4 million degrees. Its state-operated campuses, hospitals, Community Colleges, Research Foundation, University-wide programs, and Central Administration employed a total of 78,997 people, more than most corporations and in a far greater range of activities. SUNY operated in over 500 locations, including 64 campuses, 55 other locations offering complete programs, 30 extension centers, and 414 extension sites, experiment stations, and projects abroad involving more than 24 countries.

Research and advanced graduate and professional studies are conducted primarily through the four **University Centers** at Albany, Binghamton, Buffalo and Stony Brook. Each Center confers baccalaureate, master's, doctoral and professional degrees, although there is considerable differentiation and specialization among the four campuses. Together, the four centers offer 1,056 programs. In the 1993 academic year there were 45,878 students enrolled at the bachelor's level; 8,442 at the master's level; 8,836 in doctoral programs and 2,247 in the first professional study. Campus enrollments range from 11,966 to 25,362.

Recognized nationally as leaders in undergraduate instruction, SUNY's 13 **University Colleges** conduct programs of academic study through the master's degree in a wide range of liberal arts and professional disciplines. The campuses together offer some 980 baccalaureate and 365 master's level programs and have deep roots in teacher education. Campus enrollments range from 3,949 to 12,109.

SUNY offers courses of study in medicine, dentistry, pharmacy, nursing, social work and the allied professions to some 7,789 students through its free standing **Health Science Centers** at Brooklyn and Syracuse and the Health Science components of the University Centers at Buffalo and Stony Brook. The medical programs at these four institutions collectively produce more physicians than all but two other U.S. universities.

SUNY's **Colleges of Agriculture and Technology** have revised their curricula to emphasize the shift of the nation's economy from an agricultural to an industrial base. Overall, agricultural studies now represent a substantially smaller share of the curriculum and the colleges have further responded to societal change by developing new and innovative programs in public and human services as well as high level technological offerings. Enrollments range from 2,278 to 8,800.

Four SUNY institutions have been designated **Specialized Colleges**. The College of Environmental Science and Forestry offers undergraduate upper division and graduate work leading to degree opportunities through the doctorate. The Maritime College prepares qualified young men and women to become licensed deck and engineering officers in the American Merchant Marine through 12 bachelor degree programs and one at the master's level. The College of Optometry curriculum equally emphasizes the basic sciences and clinical experience, producing professional optometric practitioners. The Institute of Technology at Utica/Rome has the major objective of providing upper division technology programs for transfer students and for graduates of two-year colleges. Enrollments at the four campuses range from 266 to 2,550.

SUNY's five **Statutory Colleges**, located on the campuses of two private universities, are publicly supported in part and are governed through a cooperative arrangement between the SUNY Trustees and the governing boards of the parent institutions. Four are located at Cornell University; the fifth, the New York State College of Ceramics, is located at Alfred University. These campuses offer a number of specializations leading to bachelor's, master's and doctoral degrees.

The thirty locally-cosponsored **Community Colleges** under SUNY offer programs that are directly and immediately job-related as well as two-year degree programs that serve as a job-entry educational experience and/or a transfer opportunity to a baccalaureate degree at a senior campus. The community colleges offer programs for all persons within their sponsorship areas who can benefit from their educational services. Enrollments range from 1,643 to 22,369.

An integral part of the SUNY' mission is to provide all citizens with opportunities for advanced education. SUNY's program for the educationally and economically disadvantaged, consisting of Educational Opportunity Programs (EOP) and Educational Opportunity Centers (EOC), offers a variety of curricula to prepare students for college-level work or to provide them with specialized skills for entrance into the job market. In the past two decades, SUNY's EOP and EOC programs have helped make education a viable option for more than 310,000 New York State residents who might otherwise not have benefited from higher education. This program has become a model for delivering better learning opportunities to young people and adults traditionally bypassed by higher education.

The Graduate Education and Research Initiative (GRI), designed to advance SUNY into the cadre of top-ranked research universities and doctoral granting institutions nationwide, is a critical investment in New York's future. GRI established a priority for campuses to develop centers of excellence tied to the research needs of their regions. Such centers not only increase SUNY's relative research strengths and its subsequent ability to attract funding, but also better align research capabilities with the needs of New York State.

The New York State Small Business Development Center (NYS/SBDC) Central Office, administered by SUNY, includes 19 Small Business Development Regional Centers and 7 Outreach Offices throughout the State. These regional centers are conveniently located on the campuses of SUNY and SUNY's higher education partners: CUNY and private universities. Through this statewide network, the SBDC serves a broad cross-section of New York's approximately 400,000 small businesses. Since 1984, the SBDC has provided one-to-one counseling, training, research, and business information to more than 52,250 individual clients, helping new or at-risk businesses to acquire over $355 million in public and private funding, making it possible for them to grow and modernize. In turn, these businesses have helped create almost 23,000 jobs in New York

State. In 1992, the NYS/SBDC was selected as the site of the Research Network, a nationwide on-line clearinghouse for business information and research. The Research Network collects a wide variety of information and resources of relevance to small business, which enables it to respond to various kinds of inquiries from SBDCs.

Economic development is an integral part of SUNY's teaching, research and service mission. Its 41 Economic Development Centers (EDC) offer tailor-made programs designed to meet the specific needs of companies in their areas, offering programs at the campus or at company locations. A wide variety of activities are offered to meet the perceived economic development needs of their regions for companies of all sizes. EDCs constantly work with business and industry in their areas, providing help and access to SUNY's resources to business, industry and local government.

SUNY also contributes to economic development through technology transfer, the creation of incubator facilities to foster high-tech industries and efforts to maximize the rate at which university research and inventions can be transferred to industry for further development or commercialization. The Research Foundation's Office of Technology Transfer assists University faculty who have ideas of potential commercial merit in the complex process of patent and licensing negotiation, and at the same time serves as an access point for New York business and industry interested in benefitting from University technology. Today, SUNY ranks in the top twenty universities nationwide in technology transfer.

SUNY provides leadership and direction in workforce education programs for New York business and industry. It provides the training and educational assistance necessary to the new demands as well as providing more traditional workplace skills. SUNY has created the Workforce Institute in order to foster collaborations among campuses to meet the new training demands of the high performance work organization. In addition, SUNY collaborates with the New York State Department of Economic Development through the Strategic Training Partnership for Industrial Modernization to support and facilitate regional educational initiatives in the introduction of new workpalce systems.

The New York State Office of Rural Affairs has established a network of Rural Services Institutes (RSI) at colleges and universities throughout the state. There are 15 RSIs located at SUNY campuses. Established to provide technical and other supportive assistance to various rural organizations and local governments, each RSI provides a wide range of services in such areas as computer and software usage, economic development and planning, environment, grant writing, tourism diagnostic and counseling services, etc.

Teaching, research, and service projects by SUNY faculty respond to a wide array of imperatives, especially those identified as priority areas in New York State's needs agenda. These include healthcare, economic development, social services, public education, and environmental conservation. SUNY is also forging economic, academic, scientific, and technological connections in countries around the world. Faculty are active in the international arena, leading programs in Asia, South America, and Central and Eastern Europe. Assisting businesses, providing healthcare, ananlyzing protein structure, studying earthquakes, designing computer chips, protecting the world's rain forests, developing vaccines, pioneering programs to educate students -- these are but a few of the multitude of projects in which SUNY investigators are involved.

The international activities of the SUNY Central Office of International Programs (OIP) currently coordinates nearly 200 overseas academic programs and exchanges and 90 academic disciplines in some 43 countries. These campus-administered programs provide important exposure abroad for the State of New York and can assist New York State companies with access to international markets. Moreover, these activities offer a challenging cross cultural academic experience to students, faculty and researchers and keep them in close contact with foreign governments, donor agencies, major resource centers, and other internationally oriented institutions of higher education both in the United States and abroad. Current projects include the fields of private sector development, public administration, legislative assistance, and science and technology.

In addition to the large student population, SUNY also reflects the diversity of the society it serves and is enrolling African, Asian, Hispanic and Native American students at a faster rate than either the state or the nation as a whole. Besides, a total of 8,078 foreign students from 149 countries study on SUNY campuses throughout the state. These students are highly qualified in their academic fields and contribute an important cross cultural component to the on-campus instructional programs and to the state economy as well.

SUNY has achieved excellence in undergraduate education, graduate education, and research. SUNY advances and serves as the catalyst in research, health care, business and economic development, training and services for the betterment of New York and the nation, and transitions from one mode of life or career to another. SUNY can be described as a microcosm of diversity, as exemplified by the range and breadth of the mission of its institutions; the location and size of its campuses; the number and types of degrees conferred by its colleges and universities; the ethnic and cultural mix of its faculty and students; and the variety of its research, training, and public service contributions to the citizens of New York State, to the nation, and to the global community. From serving a full range of students at every level of higher education to serving businesses, public service agencies, and cultural organizations in innovative and creative ways. SUNY has in a relatively short time demonstrated its determination to emerge as one of the country's top public university systems in research, education, and public service.

I. THE UNIVERSITY'S ECONOMIC IMPACT

It is perhaps the most universally accepted and unquestioned assumption in all of public finance that state governments subsidize their public institutions of higher education. Yet, the subsidy may actually run the other way: from the university to the public treasury. At least in New York, the state government is actually making a healthy profit on every dollar it invests in its public institutions of higher education.

The value of the educational programs, research and service provided by SUNY has long been widely recognized. Much less understood and less well known is the SUNY's major impact on the economy of the State of New York. Yet, like the traditional manufacturing firms, high technology enterprises and service industries that are at the heart of the state's economy, SUNY is a true engine of economic development and job creation. It offers substantial economic benefits, assure a steady stream of visitors and supply a continuously renewed pool of talent to replenish the workforce. SUNY emerges as a vital contributor to the new global economy on which the economic life of the State will depend in the future. **The vitality of SUNY and the economy of the State of New York are inextricably bound together**.

Economists categorize economic impacts as: direct, indirect, and induced impacts(multiplier effects). This study is consistent with other economic impact studies in assuming that the total economic impact of a university includes both direct and multiplier effects. The methodology used in this study identifies the amount of money that SUNY puts to the economy of New York State and applies a multiplier for the state. The most illustrative way to express the impact on the economy of New York State is to look at the total amount of dollars that are generated by the spendings, the tax revenues, and the out-of-state revenues of SUNY, its employees, students as well as the visitors to the campuses through the economy. SUNY represents a major economic partner to New York State and produces a significant return on the investment made by the State of New York. Impressive though the numbers in this report are, they are, of course, an incomplete picture of SUNY's impact. SUNY's potential impact on the future is represented by its chief mission to prepare the next generation of business, education, government and community leaders to face the challenges of the 21st century.

The direct economic impacts include 1) SUNY's purchases from the businesses in the State of New York, university's capital improvement and construction, expenditures of employees, students, and visitors to the campus,

2) job creation for New York residents, 3) contribution to state tax revenue, and 4) attraction of out-of-state revenues.

According to the payroll records, about $2,263 million of SUNY employees' salaries, wages and benefits is spendable income (that is, after taxes and other deductions) in 1992-93. SUNY's 404,065 students spent over $2,224 million on off-campus housing, food, transportation, books and supplies, and other living expenses. An estimated 1,250,000 visitors came to SUNY 's state-operated campuses (as student family members and friends, attendees and audiences for conferences, workshops, seminars, sports, arts and some special events) and spent over $50 million on food, lodging, transportation, and other miscellaneous items. A conservative spending multiplier 1.64 recommended by the New York Department of Economic Development was used to account for the additional business volume that results from from the respending that occurs following the original expenditure. Conservatively estimated, these expenditures expanded the economy of New York State by $9.18 billion in 1992-93.

SUNY is one of the largest employers in the State of New York. It provides direct employment to 78,997 people and it is estimated that approximately 32,952 additional jobs were created for New York residents through the economic activities of SUNY. This estimate is based on the information provided by the U.S. Department of Commerce and the New York State Department of Economic Development that 30 additional jobs are created for each one million dollars of direct expenditure.

Through the taxes paid by its employees, students and visitors, SUNY generated significant revenues for local and state governments. In 1993, SUNY employees paid $116 million state income tax, $167 million state sales tax, and about $131 million local property tax. The spending by students and visitors resulted in about $168 million sales tax revenue for the state. These taxes added up to $582 million of New York State's tax revenues in 1993.

SUNY also expands the state economy by attracting out-of-state dollars which enter New York State through research garants and contracts, spending by out-of-state and foreign students, and federal student assistance. In 1993, over $983 million were brought into the state economy through SUNY from outside New York State.

Indirect economic impacts are those that come to New York State as a result of the presence of SUNY. This part includes accessible and affordable quality education, workforce development, sponsored research, private giving, and Research Foundation awards.

The induced economic impact of SUNY was derived by applying an economic multiplier to the expenditures of the SUNY community. A number of possible general multipliers for New York State were evaluated. Sources examined include regional multipliers provided by the U.S. Department of Commerce, Bureau of Economic Analysis, in their Regional Multipliers: A User Handbook for the Regional Input-Output Modeling System (RIMS II) (May 1986 and May 1992), and the multiplier report (1990) from IMPLAN provided by New York State Department of Economic Development, Research and Policy Division. A conservative multiplier of 1.64 for SUNY related expenditures was selected in cooperation with the Research and Policy Division of NYS Department of Economic Development. This means that one dollar in expenditures by the SUNY community in New York State economy will generate an incremental increase of 1.64 in total economic activity for the State of New York.

Beyond the short-term effects of SUNY's direct spending are the long-term economic dividends of public investments in the university's teaching, research and service programs which help the state economy by saving public expenditures on many needed services and by enabling the recipients of the services to lead richer and more productive lives. It is impossible to put a dollar value on the returns of SUNY's indirect economic impacts, but there can be no challenge to the assertion that they must be taken into account in assessing the total impact of SUNY on the New York State economy. The lives of hundreds of thousands of citizens are improved because of their experiences at SUNY.

Any study of this type only provides estimates of the real economic impact that institutions of higher education have on a state. The exclusions also insure underestimation of the actual economic impact. This economic impact study is designed to measure much of the annual economic impact of the SUNY system -- particularly the state-operated campuses and its community colleges -- as an economic entity on the State of New York. It provides in economic terms tangible evidence of the economic benefit of SUNY to New York State, demonstrates the excellent return New York has received on its past investments and makes case for future investments in SUNY. This information can then be shared with the public in a clear and concise manner. The study speaks directly to our target audiences of the state and may be used to help improve the understanding and appreciation of SUNY by the State.

II. REVENUE SOURCES

SUNY has several major resources in support of activities at the 29 state-operated campuses. The support from the State of New York in 1992-93 amounts for 44.2% of the total funding for University Operations. The Federal government provided 11.1% of the revenue, predominantly for sponsored research, sponsored programs and various student aid programs. The remaining 44.7% comes from a variety of sources which include tuition and fees, hospital income, private giving, residence halls, etc..

Even though SUNY is New York's State University, less than half of SUNY's total budget actually comes from the state funding. State appropriations to SUNY have been fluctuating negatively in recent years. Listed below are the figures of the New York State appropriations to SUNY over the last five years.

NEW YORK STATE APPROPRIATIONS TO SUNY

State-Operated Campuses

Fiscal Year:	(Millions of Dollars)	% Change
(1987-88	$ 1,544.8)	---
1988-89	$ 1,617.6	4.7
1989-90	$ 1,578.3	- 2.4
1990-91	$ 1,573.3	- 0.32
1991-92	$ 1,562.5	- 0.68
1992-93	$ 1,631	4.38

Community Colleges

College Year		
(1987-88	$ 204.8)	---
1988-89	$ 217.4	6.2
1989-90	$ 246.3	13.3

1990-91	$ 264.4	7.3
1991-92	$ 255.5	- 3.4
1992-93	$ 252.4	- 1.2

** chart 1.

Sources of Current Operating Revenue of the State-Operated Campuses for Fiscal Year 1992-93
(July 1, 1992 - June 30, 1993)

	($ '000)
New York State	1,631,014
Federal Government	411,434
Other Government	21,646
Tuition and Fees	567,924
Sales and Services:	
University Hospitals	519,089
Educational Activities	25,998
Private Gifts, Grants and Contracts	170,318
Endowment Income	10,985
Other Sources	12,795
Sales and Services of Auxiliary Enterprises:	
Residence Halls	153,293
Food Service	106,845
Other	60,816
Total Revenues	**3,692,157**

** chart 2.

Most of the support for community colleges comes from three sources: **State aid**, **local sponsor revenue**, and **student tuition**. The support from the State of New York in Fiscal Year 93 amounted for 29.4% of the total funding for operations. The local sponsors provided 21.4% of the revenue. The student tuition totalled up to 33.5%. The revenues in lieu of sponsor's contribution was 7.3%. The Federal government provided 2.1%, and revenues from the other sources accounted for 6.3%. The amounts and relationships are graphically presented as follows:

Sources of All Community Colleges Gross Operating Revenue For College Fiscal Year 1992-93*

	($)
State Aid	252,436,305
Local Sponsors	184,080,673
Student Tuition	287,976,385
Revenues in Lieu of Sponsor's Contribution	62,968,565
Federal Aid	18,049,319
Other	54,437,531
Total Revenues	**859,948,778**

* Sept.1, 1992 - Aug.31, 1993 is the fiscal year for all Community Colleges except July1,1992 - June 30,1993 for Fashion Institute of Technology.

** chart

III. DIRECT ECONOMIC IMPACT

Economists categorize economic impacts as: direct, indirect, and induced impacts (multiplier effects). Direct economic impact results from the delivery of all services related to SUNY's primary mission of education, research and service. The direct economic benefits that SUNY provides to the State of New York, its businesses, and citizens result from the dollars spent and circulated into the state economy. The most immediate and identifiable economic effects can be seen in spending, jobs, taxes, and out-of-state revenues brought into the state, which can be quantified and have a direct impact on the state economy.

1. Spending in the State of New York

In 1992-93, the total expenditure of SUNY's state-operated campuses was $3,680 million in which $3,399 million was expended for operating purposes and $281 million was applied to debt service expenditures from operating revenues. In addition, SUNY had an expenditure of $178.1 million for construction and rehabilitation. Its Community Colleges had operating expenditures of $854.8 million and capital expenditures of $7.3 million in the college fiscal year 1993. The largest component of direct university expenditures is salaries and benefits. In 1993, salaries and fringe benefits to employees of the state-operated campuses, Statutory Colleges, SUNY Central Administration and University-wide programs accounted for $1,990 million. Salaries and fringe benefits to employees of the Community Colleges came to $685.5 million. The Research Foundation paid $170 million to its employees as salaries and wages. All these payments totalled up to $2,845.5 million.

There are four types of spending generated by SUNY which affect the state economy: university spending, employee spending, student spending, and visitor spending.

University spending here mainly refers to the university purchases, capital improvement and construction. SUNY is a major purchaser of goods and services from private sector businesses in New York State, stimulating additional economic activity with every purchase. In 1992-93, SUNY's state-operated campuses spent $592 million, its Community Colleges spent $275 million, and the Research Foundation spent $46 million for supplies, materials, equipments, library aquisitions, and maintenance and operation of plant. Since most of this spending was within New York State, its total in-state spending -- excluding payroll expenditures and scholarships -- was $913 million. This figure, standing alone, represents a tremendous annual contribution to the state economy by SUNY.

SUNY's expenditures for construction and rehabilitation are another important way in which SUNY stimulates economic activity within the state. During 1992-93, $158.8 million was expended for construction and rehabilitation of academic facilities. An additional $9.7 million was expended to equip the new facilities; and $9.6 million was expended for construction and rehabilitation of residential facilities. The capital expenditures of the 30 Community Colleges was 7.3 million. The total expenditures of SUNY for construction and rehabilitation came to $185.4 million in 1992-93.

Employee Spending. In fiscal year 1993, $2,845.5 million was paid to SUNY employees for salaries, wages and benefits. According to payroll records, about $2,263 million of this is spendable income, that is, after taxes and other deductions. In fact, this $2,263 million was pumped into local and state economies by SUNY employees through a variety of payments, direct purchases, savings and investments.

Student spending is a significant factor in the economic impact of SUNY. Based on the data provided by the Office of Access Services of SUNY, it was estimated that during 1993 the 404,065 SUNY students spent over $2,224 million in the state economy in which $1,217 million were spent by students of the state-operated campuses and $1,007 million by students of the Community Colleges. This includes expenditures for off-campus housing, food, transportation, books and supplies, and other living expenses, which are expenditures that go directly into the state economy, while expenditures for on-campus housing/food, tuition and fees work their way into the economy in a more indirect manner. Through these expenditures, SUNY students expanded the communities' economy.

Visitor Spending. In 1992-93, approximately 1,250,000 people visited SUNY's state-operated campuses as student family members and their friends, attendees and audiences for conferences, workshops, seminars, sports, arts and some special events. It is estimated conservatively that these visitors spent over $50 million on food, lodging, transportation, and other miscellaneous items which flowed directly into the state economy.

As a result of these spending activities, just over $5.6 billion (excluding the taxes deducted from the payroll of the employees) was pumped directly into the New York economy in 1993. This in turn stimulated economic activity within the state which had the effect of doubling the impact of these university and university-related expenditures. The combined effect of university spending activities is an impressive $9.18 billion, over 5.6 times the amount of the State's initial investment in SUNY. The multiplier used here assumes that for every dollar spent directly in the state another 0.64 dollar is generated and spent within the state.

**chart for spending

2. Jobs for New York Residents

Sustained employment activity contributes directly to New York's economic stability and tax base. SUNY is among the top employers of New York State residents. It is significant that approximately 111,949 non-student jobs for New Yorkers were attributable to SUNY and its direct expenditures in fiscal year 1993.

As of June 1993, SUNY provided **direct employment** to 78,997 people out of which the state-operated campuses had employees of 47,601, the Community Colleges had 22,997, the Research Foundation had 7,806, and the Central Administration and the University-wide programs had 593. This employment includes the full-time and part-time personnel employed by the institution for at least two semesters, three quarters, or two trimesters of the 1992-93 academic year.

Direct purchasing and capital expenditures are the main ways of **indirect employment** through which SUNY creates additional jobs for the New York State. These expenditures by SUNY created a multiplier or ripple effect throughout New York State. In 1993, SUNY purchased $913 million in goods and services and spent $185.4 million on construction, rehabilitation, and maintenance in New York State. It is estimated that a total of 32,952 additional jobs were created for New Yorkers through this indirect employment due to these economic activities of SUNY in the fiscal year 1993. This estimate is based on a conservative employment multiplier of 30 additional jobs created for every $1 million spent in the local economy.

** Chart: Jobs for New Yorkers created by SUNY

Direct employment

- # of state-operated campus employees
- # of Community College employees
- # of Research Foundation staff
- # of SUNY Central Administration/U-wide programs

Indirect employment

- # of estimated jobs created by SUNY purchase/capital expenditures

3. State Tax Revenue Generated Through SUNY

Through the taxes paid by its employees, students, and visitors, SUNY generates significant revenues for local and state governments.

In calendar year 1993, SUNY's employees paid state income taxes amounting to over $116 million. In addition to the state income tax, it is estimated that SUNY's employees paid $167 million in state sales taxes based upon their spendable income of $2,263 million. Taken together, SUNY employees paid a total of $283 million in state taxes in calendar year 1993. Additionally, it should be noted that SUNY employees paid $296 million in federal income taxes, $6 million in local income taxes, $131 million in FICA taxes, and $30 million in Medicare taxes. It is conservatively estimated that more than 50 cents of every dollar SUNY employees pay in federal income and social security taxes is returned to the state in the form of benefits or services.

The spending by students and visitors to SUNY campuses results in additional sales tax revenue for the state. While it is difficult to estimate precisely, the spending by students and visitors generated a conservatively estimated total of $168 million state sales tax revenue in 1993.

SUNY faculty and staff also contribute significantly to the tax base of local areas throughout the state via payment of property taxes. In 1993, it was estimated that this payment in local property tax by SUNY's employees who were home owners was $131 million. In addition, SUNY's faculty and staff who do not own homes provide rental income for local property owners and contribute indirectly to local property taxes through their share of rent payments that the owner uses to pay local property taxes.

SUNY's employees, students, and visitors accounted for over $582 million of New York State's tax revenues in 1993.

** Chart for taxes

4. Out-of-State Revenues

SUNY's importance to the New York State's economy extends beyond the economic stimulation effected through the internal New York State circulation of dollars. SUNY also expands the state economy by attracting out-of-state dollars which enter the state through **research grants** and **contracts**, **spending by out-of-state** and **foreign students**, and **federal student assistance**. In 1993, $983 million were brought into state economy from outside the New York State. This is a laudable achievement in any economic condition, but especially significant in today's economic climate.

SUNY has been able to attract significant research funding from outside the state through **research grants** and **contracts**. In 1993, SUNY generated substantial increases in research funding from federal and private sources. The great majority of these awards come from outside the state. During the Fiscal Year 93, the Research Foundation on behalf of SUNY administered More than 7,000 sponsored program accounts with a total value exceeding $319 million. These awards are made up of federal source ($253,166,616), and nonfederal source ($65,992,204) which includes business, industry, foundation as well as corporate. Such research conducted at SUNY generates economic benefits which accrue to the people of New York on many levels -- by bringing in funding and by contributing to the productivity of industry throughout the state. In fact, SUNY ranks among the top institutions in the country in attacting federal funds to support research.

As the largest single, most diverse multi-campus university in the nation, SUNY admits a given percentage of **out-of-state** and **foreign students**. Their spending is a significant contributor to the state economy. In the academic year 1992-93, SUNY had a total of 17,769 students from outside New York State out of an overall population of 404,065 SUNY students. 9,604 students come from the rest of the United States, 87 students from the US Territories & Possessions, and 8078 students from 149 foreign countries. The out-of-state and foreign students spent $123 million dollars on tuition and fees and an additional $116 million dollars on housing, food, books and supplies, transportation, and other personal expenses during the academic year 1992-93. The total import of their spending to New York State amounted to $239 million in this year.

The in-state and out-of-state SUNY students bring money into New York State by means of **federal student assistance** programs which generally consist of six financial aid awards: Perkins, Standford, and SLS Loans; FSEOG and Pell Grants, and FWS Employment. These federal financial aids were provided to

240,637 students and amounted to a total of more than $425 million in 1993.

In 1992-93, a total of over $983 million entered New York State through SUNY from the outside state.

** Chart

IV. INDIRECT ECONOMIC IMPACT

The indirect economic impact SUNY exerts on the citizens, businesses, and governments of New York State results from the fulfillment of SUNY's mission: to provide to the people of New York educational services of the highest quality with the broadest possible access for the purpose of cultivating an informed citizenry and highly skilled workforce; to encourage and strengthen basic and applied research for the purpose of the creation and dissemination of knowledge vital for continued human, scientific, technological and economic advancement of the state; and to provide public service for the purpose of enhancing the well-being of the people of the state of New York. Although these benefits are often more difficult to measure, they are no less important to the future economic health of New York and its communities. These benefits are considered economically indirect because the financial gains that derive from them are long-term and difficult to quantify. The indirect economic impacts include **accessible and affordable quality education**, **workforce development**, **sponsored research**, **private giving**, and **Research Foundation awards**.

1. Accessible and affordable quality education

SUNY is widely recognized for the high quality of its undergraduate and graduate education, the excellence of its faculty and staff and its strength in research. Its special mission to the people of New York is to develop the base of research and knowledge on which the state's economic life depends, and to offer every New York State resident access to the finest public higher education. In a knowledge- and information-based society, this access to SUNY is essential to the success of New York's businesses and industries and to the prosperity of all New York residents. Despite the magnitude of the cumulative effect of budget cuts, SUNY has maintained the ability to deliver quality educational opportunities to the citiznes of New York, tenaciously upheld its reputations for excellence, and striven to protect the state's investment in its institutions and academic programs.

The rate of the return on investment of a college education is substantial. People with four or more years of college earn as much as 40% more than those with less education and fewer skills. The greater income of college-educated individuals, when aggregated, has a substantial impact on the New York State economies. The rewards of education are more than economic; they also benefit society by creating a thoughful and informed citizenry. Both for societal and economic reasons, it is vital that quality education be accessible to all and that our graduates represent the diversity of the citizens of the New York State.

SUNY provides accessible and affordable quality education to the citizens of New York. One-third of all New York State high school graduates enroll at a SUNY campus. In Fall 1992, at SUNY's 64 campuses there were 404,065 students of which 246,175 were full-time and 157,890 were part-time. The Community Colleges enrolled 203,052 students (more than half of SUNY's student body) and the State-operated campuses enrolled 201,013 of which 161,703 were undergraduates and 39,310 were graduates. New York residents made up 95.7% of the student population; 2.3% were rest of US students, and 2% were foreign students. Among the SUNY student population, 55.4% were women and 14.6 % were minorities. One-third of SUNY's students are 25 years of age or older. SUNY's total enrollment is close to half of the total college student population in New York State.

** chart

New York is a state, above all, of enormous contrasts and staggering variety. Its diversity is mirrored in the design of the SUNY system -- a network of advanced education tailored to meet the myriad needs of the people it serves. The geographic configuration of SUNY's 64 campuses also serves to improve accessibility and to serve the entire state well. All these 64 campuses cover all geographical areas of New York State, from the completely rural to the strictly urban. There is almost no aspect of New York's life that is not being taught or researched at SUNY.

** a SUNY map

** NATIONAL RECOGNITION

Money Magazine: Best College Buys 1994

Five SUNY campuses were featured in the top 50 institutions in the country. These rankings placed New York State ahead of all other states in terms of the number of public colleges and universities represented. The SUNY University Centers at Binghamton and Albany were ranked 9th and 18th, respectively, and were joined in the "top 50" by the University Center at Stony Brook (20th), the College at Geneseo (29th), and the University Center at Buffalo (31st). In addition, **Money** magazine rated Binghamton the number one "Best Buy" in the Northeast, and placed five other SUNY schools -- Albany, Stony Brook, Geneseo, and the University Colleges at Buffalo and Fredonia -- among the top 25 in the same category.

U.S. News & World Report: America's Best Colleges 1994

Based on quality of education relative to cost and student performance, three SUNY campuses were ranked among the top 25 best National Universities in **U.S. News & World Report**'s annual "Best College Values Survey". Placing in 10th, 11th and 12th place, respectively, were the University Centers at Binghamton, Buffalo and Stony Brook. Using the same criteria, the University Colleges at Geneseo, Fredonia and Oswegeo were ranked by **U.S. News & World Report** among the top ten Northern Regional Universities.

Association of American Universities (AAU)

A few years ago, SUNY at Buffalo was elected to membership in the **Association of American Universities**, the first and only public research institution in New York and New England invited to join this prestigious organization.

2. Work Force Development

The economy of today demands a sophisticated and well-educated work force. New York's ability to compete successfully in a world of technological change, new discoveries and advancement will require an educated work force that goes beyond the minimum levels of competence. New York State's industries and businesses rely on their State University as a source of well-educated employees. SUNY has contributed to the development of a workforce in New York by providing the citizens of the state with a wide range of accessible, affordable educational opportunities. In addition, SUNY is enrolling African, Asian, Hispanic and Native American students at a faster rate than either the state or the nation as a whole. In training and educating of the work force, in its partnerships with business and industry, in the assistance it provides to small businesses and to minority-owned businesses, SUNY has tremendous impact on the economic well-being of the New York State.

SUNY's 64 campuses offer a total of 4,929 different academic programs for undergraduate, graduate, and professional students. Almost every field of academic or professional study is offered somewhere within the system. In the academic year 1992-93, there was a total of 76,587 degrees and other formal awards granted to students attending SUNY campuses. (Among them, 32,655 are associate degrees, 30,771 bachelor degrees, 8,497 master's degrees, 1,072 doctoral degrees, and 1,100 first professional degrees.) This represents an increase of 1,248 from the previous year. Community Colleges' degrees accounted for 28,819 of the total and 47,768 degrees of the total were awarded at the State-operated campuses for 1992-93.

Over the past 10 years, SUNY has awarded a total of 663,233 degrees: 11,096 first professional degrees, 8,840 doctoral degrees, 66,195 master degrees, 271,589 bachelor degrees, and 305,513 associate degrees.

Non-credit instruction remains important to adults at transition points in their lives. Adults considering a career change or career advancement or those seeking personal growth and development are either turning or returning to higher education. SUNY institutions have responded to the demand for adult education with an incredible array of non-credit instructional activities. For example, the number of non-credit instructional activities offered in the last six months of 1992 was nearly 13,000 with registrations of nearly 450,000 participants. A few examples of non-credit instructional activities for adults considering career changes include: Careers in Technology, Choices and Changes for Women, Start and Finance a Computer Enterprise, etc.; Examples of the variety of non-credit acitvities offered by SUNY colleges and universities for in-service education include: Economic Education Workshop for Teachers, Project Management, Telemarketing Techniques, etc.; demand for instructional activities to enhance personal growth, development and leisure-time has led to the following variety of non-credit offerings: Current Issues, Exploration in Classical Music, Folk Dancing, Fitness of Men & Women, etc.; the retraining and upgrading of job skills brought about by recent technological developments in computer hardware and software is another major reason for the increased adult registrations in non-credit instruction, examples of non-credit computer courses: Integrated Software Applications, Intro. to 8808 Assembly Language, Hard Disk Management, Microcomputer Graphic Arts, etc..

Training for the state's work force is provided to over 90,000 individuals annually through 3,000 separate courses across the SUNY system. Workforce training has become a more central part of the mission of SUNY's community colleges. For better coordination and leadership, SUNY's Office of Economic Development has established the Workforce Institute, its goal is to be a resource for work force education practitioners who are struggling to keep pace with the changes in today's workplace and to help New York develop a more productive an competitive workforce. The institute will also help SUNY campuses provide training and technical assistance to New York companies.

SUNY proudly counts more than 1.4 million graduates and is proud of their successes. The majority of these graduates continue to work and live in New York State contributing to the economic and social vitality of its citizens through careers in business, technology, health care, education, social services, entertainment and the arts, and the professions. In the truest sense, they are 1.4 million promises kept and the backbone of New York State's workforce: artists, writers, doctors, nurses, medical researchers, teachers, college presidents, engineers, technicians, bankers, corporate leaders, lawmakers, legislators, automotive workers, farmers, state and local government officials.

** tables

3. Sponsored Research, Development and Transfer of New Techonology

SUNY has been able to attract significant research funding from public- and private-sector as well as outside the state. The development of research provides the new knowledge needed to solve the increasingly complex technological and social problems facing the state and the nation. Research and other externally funded programs at SUNY have more than doubled in the past ten years to a projected $330 million in expenditures this year. More than 7,000 sponsored research programs conducted by SUNY faculty directly benefit the economic development of the regions in which they are located within the State of New York. For the fiscal year ended June 30, 1993, expenditures of research programs totaled $319.1 million in salaries, supplies and equipment, representing an increase of 8 percent over the previous year. Research activities generated jobs for more than 8,000 New York residents.

As the national economy continues its erratic pace, economic development remains high on the list of priorities for New York State. Research conducted at SUNY generates economic benefits which accrue to the people of New York on many levels -- by bringing in funding and by contributing to the productivity of industry throughout the state. Such research also has the potential for solving current economic problems, creating new economic opportunities, improving the environment, and enhancing the quality of life for New York citizens. Some SUNY research programs and successes are as follows.

> SUNY received three Center for Advanced Technology (CAT) awards in 1993. Binghamton's research in electronic chip packaging earned the Intergrated Electronics Engineering Center its CAT designation. Albany's Joint Laboratories for Advanced Materials --- nationally recognized for approaches to fabricating computer chips -- form the core of a CAT in Advanced Thin Films and Coatings. And Stony Brook's Center for Biotechnology -- established in 1983 to foster business/faculty collaboration in biomedical technology -- was redesignated a CAT.

> SUNY at Albany's School of Public Health is working with State University College at Oswego and Syracuse University under a $4.9 million, three-year federal Superfund grant to conduct a wide-ranging study of the impact of PCBs and their byproducts on the Akwesasne Reservation in northern New York State.

> A $4.7 million grant from the National Institutes of Health supports AIDS research through the University at Buffalo's Center for Applied Molecular

Biology and Immunology.

- SUNY at Buffalo's Center of Excellence for Document Analysis and Recognition (CEDAR) is the first such center to be designated by the US Postal Service. The only one dedicated to handwriting recognition, CEDAR receives an average of $3.5 million in funding each year to develop technologies that can deal with handwriting in all of its confounding varieties.

- Five physicists at SUNY at Stony Brook have received a $9 million, five-year grant from the National Science Foundation to continue work-in-progress at Stony Brook's Nuclear Structure Laboratory.

- Basic reasearch at the SUNY Health Science Center at Syracuse on cardiac arrhythmias -- research which may lead to preventing and curing cardiac arrest, which claims more than 300,000 lives each year -- is in the third of five years in a $6.4 million National Institutes of Health grant.

- At the SUNY College of Optometry, the Schnurmacher Institute for Vision Research has completed its first decade, having garnered over $12 million in federal, state, and corporate grants in support of scientific knowledge about the structure and function of the human visual system.

- At the SUNY College of Environmental Science and Forestry, energy is the common thread in more than 30 percent of current funded research. One cooperative project, Research on Energy and Materials Conservation (REMCO), represents a three-year commitment of $1.2 million from Niagara Mohawk Power corporation and the NYS Energy Research and Development Authority.

- State University College at Buffalo has garnered $1.1 million in funding from the NYS Education Department, the Buffalo Board of Education, the Research Foundation, the Private Industry council, and business and industry for innovative precollegiate and special programs focusing on encouraging at-risk students to complete high school, pursue higher education, and develop career goals.

- State Univeristy College at New Paltz was awarded a three-year, $645,647 grant from the Public Health Service to implement a new graduate program in gerontological nursing. The SUNY Institute of Technology at Utica/Rome also received $579,000 in federal funding to offer an adult nurse practitioner graduate degree.

- SUNY's colleges of technology at Morrisville, Cobleskill, and Alfred are participating a multi-campus venture called Agri-Tech Prep 2000, with a goal of establishing a statewide agricultural curriculum, funded with a $250,000 five-year grant from the NYS Education Department. New York is the only state with such a program.

> Among projects at SUNY Central's Office of International Programs is one being conducted in conjunction with Empire State College to provide technical support, services, and expertise to the Russian Federation to establish a national distance learning center in Moscow. And another initiative, funded by $1.5 million from the US Agency for International Development, is helping Bolivia enhance its legislative staff capabilities.

> At the University at Albany, programs in the atmospheric sciences continue to build to international prominence. GRI funding made it possible to attract two major research teams, both of whom have been awarded several million dollars per year in external funding from NASA, NSF and the U.S. Department of Energy.

** chart for sources of sponsored research

Many new products and services are tangible outcomes of research and development and transfer of new technology at SUNY. New York's businesses and industries benefit from technologies developed on the SUNY campuses and patented through the Research Foundation's technology transfer program. More than 1,100 disclosures have been filed since the Technology Transfer Office (TTO) was established in 1979, and new disclosures are being accepted at a rate of 150 per year. TTO and the local offices report more than 190 active US patents today. Roylalties from licensing these technologies have earned SUNY more than $ 5 million.

33 new licensing and option agreements were signed with industry, and 177 inventions were disclosed by SUNY faculty. In 1993, 31 patents were issued to SUNY faculty inventors, and 44 additional patent applications were filed. The income from royalties on SUNY-related patents approaches $476,646.40. The SUNY patent policy requires 40% to be returned directly to the inventors, while

the remaining 60% can beused by the campuses to support ongoing research and development activities. The production and transference of new technology at SUNY enhances the ability of businesses and industries within the state to compete nationally and internationally. Since 1987, the Research Foundation's technology transfer program of SUNY has consistently ranked among the top 20 research universities and moved into the top 10 in issued patents of US universities engaging in significant research and development.

The Small Business Development Center (SBDC) provides management and technical assistance to start-up and existing firms in New York State. It assists entrepreneurs and small business owners resolve problems, increase productivity, and improve profitability. Programs and counseling from SBDC are available on a variety of topics. Since its inception in 1984, the SBDC, with 19 regional centers statewide, has served over 52,250 individual clients for a total of 460,267 counseling hours, and helped clients acquire $355,680,746 in private and public funding for their businesses; in turn, these companies have helped create or save 22,611 jobs in New York State. In 1993, SBDC served 10,386 clients, and helped create 2,149 and save 1,239 jobs in New York State. SBDC also trained 13,330 business owners through its workshops and conferences. Current federal support is approximately $5.9 million.

** charts

4. Private Giving

SUNY has experienced increasing success in its ability to raise funds from private sources. Although these funds are important to SUNY, they are usually restricted and represent enrichment opportunities that augment the mission of the campuses. In fiscal year 1993, the state-operated campuses raised a total of $50,360,200 and the community colleges raised $8,080,206. Gifts from private sources totaled $58,440406, down 3.1% from 1992 in this year.

** tables

5. Research Foundation Awards

The SUNY Research Foundation is a private, non-profit, educational corporation and is primarily responsible for the fiscal administration of grants, contracts and gifts supporting research, training, public service and related programs carried out by or under the supervision of faculty or staff members of the state-operated campuses of SUNY.

The Research Foundation takes pride in the creative and efficient management of assets that has helped SUNY researchers remain competitive in the funding arena. During the year ended June 30, 1993, expenditures for programs funded directly by federal agencies were $199 million, representing 62% of the total volume. An additional $54 million, 16% of the total, was federally funded and awarded through nonfederal agencies. In total, federal funding amounted to $253 million, or 79% of the activity. Nonfederal support came from a variety of sponsors, and this volume accounted for $66 million, or 20% of the activity. The sponsored program activity at the SUNY campuses generated a total of $319 million in expenditures in 1993.

In 1993, the Research Foundation had 27 awards of sponsored projects in excess of $1,000,000 up to a total of $57,816,895, 3 awards in excess of $5,000,000 amounting to $22,738,404. These 30 awards had a total of $80,555,299. These projects reflect an array of such priorities within New York State as science and technology, healthcare, social services, economic development, international programs, and environmental conservation.

V. OTHER IMPACTS

As the largest modern public university system meeting the needs of an increasingly diverse population, SUNY provides **service** to the citizens, businesses, and government of New York State, and helps the state economy by saving public expenditures on many needed services and by enabling the recipients of the services to lead richer and more productive lives. New incubator facilities at SUNY provide lab space, basic services, and faculty expertise to fledgling companies. Albany's Center for Environmental Sciences and Technology Management will house the Weather Forecast Office, Atmospheric Sciences Research Center, Department of Atmospheric Science, Center for Advanced Thin Films and Coatings, an x-ray optics research program, and other high-technology business development and incubation programs. The Research Foundation and the University at Albany Foundation have formed a new corporation to provide construction and management services. The Incubator for Design and Engineering Applications at State University College at New Paltz will offer a network of services and equipment to engineers, designers, and other entrepreneurs to help them develop commercially viable programs, designes, and products. The Albany and New Paltz ventures join SUNY at Stony Brook's Long Island High Technology Incubator and two incubator facilities at SUNY at Buffalo, to bring the SUNY total to five.

SUNY's **Program for the Disadvantaged**, consisting of Educational Opportunity Programs (EOP) and Educational Opportunity Centers (EOC), has increased higher educational opportunities for more than 318,000 New York State residents over the last 24 years. In EOP, 11,300 students at 48 campuses are receiving tutoring and counseling to improve scholastic performance in college course. Since EOP began, these programs have awarded 25,355 degrees. A total of 112,355 students have participated in EOP since its inception. At EOC in 11 locations across the state, an additional 14,000 students are improving educational competencies, preparing for college entry, or receiving occupational training. The BRIDGE program is aimed at providing employment training for people receiving public assistance and is being offered through the EOC. With funding from the federal JOBS program and the state, an estimated 3,200 clients in 1993-94 will receive educational and vocational training services to prepare them for the work force.

The number of informational materials and documents in SUNY's **libraries** circulated by all University campuses in 1992-93 was over 6 million. Of these, over a third of a million were made available to the wider community by lending materials to other non-SUNY institutions, including public, shcool, special and business libraries. The SUNY Office of Library Services' SUNY/OCLC Network provides services and support to 330 libraries in New York State. The OCLC system has processed more than 48 million interlibrary loan requests since April 1979, thus establishing nationwide and international access to library resources for all New York member libraries. Clearly, SUNY's libraries are an important resource for New York State.

SUNY's involvement in the **health sciences** is extensive and carries with it considerable benefits to the citizens of New York State. Hundreds of thousands are served each year by medical and health sciences faculty and students in University hospitals and clinics or affiliated hospitals. The following figures attest to SUNY's share in health care delivery to New York residents during the fiscal year 1992-93: 475,406 in-patient days, 1,083,550 ambulatory care visits, 78,170 Emergency Room visits, 74,310 Dental School Clinic visits, 60,000 College Clinic visits, 9,300 visits to affiliated clinics.

SUNY also plays an important role in helping maintain the **credit base** of New York State. It is credit that allows new economic endeavors to be undertaken and existing enterprises to expand. The availability of credit is dependent on savings and investments. SUNY is a significant contributor to the local and state credit base through its employee banking, institutional banking, retirement funds, and other investments.

SUNY provides opportunity for non-traditional students through **continuing education** programs and credit-free courses on its campuses. Short courses, seminars, and conferences are offered on an almost daily basis throughout the year on some campuses and throughout the state. A great number of New York professionals who need to stay on top of their fields benefit from such courses and programs. In addition, Empire State College, SUNY's "college without walls", has for over two decades been a leader in non-traditional education, distance learning, and assessment of prior learning.

SUNY's thousands of employees and student body not only work and do research within the University, they and their spouses also make other important contributions to the quality life of New York State through **volunteering** thousands of hours of their time to community organizations and activities. These include participation on school and library boards, volunteer fire departments and ambulance corps, and charitable and religious organizations. They serve their communities in many ways: as consultants to businesses, government, school districts, and not-for-profit organizations, as volunteers in every area of community need, and as full participants in the cultural, social and political life of the communities.

The **arts** are also very important to New York's economy, and SUNY contributes to a flourishing arts industry that increases property values, brings in tourists, and helps keep corporations from moving elsewhere. SUNY has more than 90 theatres and 40 galleries and museums across the state offering a wide variety of campus productions in music, theatre, dance, performances by outstanding guest artists, poetry readings, and film series, and a number of exhibitions each year. SUNY's arts faculty contribute to the state's economy as professional artists and performers. In both large and small venues, SUNY enriches, delights, and educates its audiences with thriving cultural programs that serve their regions with distinction. In many areas of the state, SUNY serves as the primary cultural center.

In addition, the **sports programs** and the public **use of SUNY's facilities**, such as libraries, gymnasiums, swimming pools, etc., are also considerable contributions made by SUNY to the residents of New York State.

All these programs and activities by SUNY have a significant impact on the economy and the quality of life in New York State. It is impossible to put a dollar value on these contributions of SUNY, but there can be no challenge to the assertion that they must be taken into account in assessing the total impact of SUNY on the state economy. Although facts and figures are important, even more vital is the positive personal effect of SUNY on individual New Yorkers. The lives of hundreds of thousands of citizens are improved because of their experiences at SUNY.

IV. CONCLUSION

The annual economic impact of SUNY on the State of New York is substantially considerable. As a result of the spending activities, over 9.18 billion of the State's economy was a direct result of the spending by SUNY, its employees, students as well as the visitors to the campuses in the economic activity of New York State in 1993. This in turn stimulated economic activities within the state which had the effect of doubling the impact of these university and university-related expenditures. As compared with the multiplier figure provided by the U.S. Department of Commerce, a more conservative spending multiplier 1.64 recommended by the New York Department of Economic Development was used to account for the additional business volume that results from the respending that occurs following the original expenditure. When SUNY's total purchasing for goods, spending for capital projects, and the expenditures of its employees, students and the visitors were added up and then multiplied by the same multiplier effect, the total economic impact of SUNY on the economy of New York State in 1992-93 was estimated to be 9.18 billion.

SUNY is one of the largest employers in New York State. It provides direct employment to 78,997 people at its own facilities. In addition, SUNY's direct purchasing and capital expenditures created additional jobs for the New York residents. It is estimated that approximately 32,952 additional jobs were created due to the economic activities of SUNY. This estimate is based on the information provided by the U.S. Department of Commerce and the New York State Department of Economic Development that 30 additional jobs are created for each one million dollars of direct expenditure. Taken together, the total number of jobs attributed to SUNY is 111,949, including direct employment and indirect employment.

Through the taxes paid by its employees, students and visitors, SUNY generated significant revenues for local and state governments. In 1993, SUNY employees paid $116 million state income tax, $167 million state sales tax, and about $131 million local property tax. The spending by students and visitors resulted in about $168 million sales tax revenue for the state. These taxes added up to $582 million of New York State's tax revenues in 1993.

SUNY also expands the state economy by attracting out-of-state dollars which enter New York State through research grants and contracts, spending by out-of-state and foreign students, and federal student assistance. In 1993, over $983 million were brought into state economy through SUNY from outside New York State. This is a laudable achievement in any economic condition, but especially significant in today's economic climate.

Beyond the short-term effects of SUNY's direct spending are the long-term economic dividends of public investments in the university's teaching, research and service programs. Although these returns of the indirect economic impacts of SUNY are often more difficult to measure, they are no less important to the future economic health of New York State. SUNY makes its most important contribution to the state's economic development by providing accessible and affordable quality education to the citizens of New York, which will enable them to work productively and to compete effectively in an economy that places a premium on high-quality human resources. SUNY's total enrollment is close to half of the total college student population in New York State. There is almost no aspect of New York's life that is not being taught or researched at SUNY. Despite the magnitude of the cumulative effect of budget cuts, SUNY has maintanined the ability to deliver quality education opportunities, tenaciously upheld its reputation for excellence, and striven to protect the State's investment in its institutions and academic programs.

The economy of today demands a sophisticated and well-educated work force and New York State's industries and businesses rely on their state university as a source of well-educated employees. SUNY is continuing to provide a wide randge of educational opportunities and to prepare New York residents of all ages for the demands of a changing workplace. Its 64 campuses offer a total of 4,929 different academic programs for undergraduate, graduate, and professional students. Almost every field of academic or professional study is offered somewhere within the SUNY system. 76,587 degrees and other formal awards were granted in 1992-93. Over the past ten years, SUNY has awarded a total of 663,233 degrees. SUNY proudly counts more than 1.4 million graduates. The majority of them continue to work and live in New York State, contributing to the economic and social vitality of its citizens through various professions.

The development of research provides the new knowledge needed to solve the increasingly complex technological and social problems facing the state. Research conducted at SUNY generates economic benefits which accrue to the people of New York on many levels -- by bringing in funding and by contributing to the productivity of industries throughout the state. Many new products and services are tangible outcomes of research and development and transfer of new technology at SUNY. Research at SUNY also has the potential for solving current economic problems, creating new economic opportunities, improving the environment, and enhancing the quality of life for New York citizens.

According to the Current Population Report (1993) of the U.S. Bureau of the Census, in 1990 the average college graduate's monthly income was $1,039 more ($4,961 for people with medical degrees) than the income of an employeewith only a high school diploma. Therefore, the college graduate makes, on average, about $12,000 a year ($59,500 more for medical school graduates) more than the high school graduate. Given this average increased earning power, SUNY graduates each year could add $16.8 billion to New York's economy and tax base. Furthermore, these educated and skilled New Yorkers are attracting both business and industry, which are essential to the state's continued economic development.

It is recognized that SUNY is called upon to be an engine of economic recovery. New York and the nation as well depends on higher education for a strong economic recovery. There is no disagreement on this issue. SUNY proves itself to be an engine of the economic development of the state in educating the future work force, and also through its research in the sciences and technologies so crucial to the New York State's economy. There can be little hope for the regional economies of New York State without SUNY's graduate and research programs, which play a key role in the creation and management of new technologies, provide technical programs essential for the reeducation of a skilled work force to meet changing requirements through programs tied directly to the needs of local industry and firms, and provide the educated work force essential to New York's economic future.

It is obvious that the society which has invested in training, education, and research will be the most flexible and adaptable and be best able to respond to and better withstand economic crises and the changing demands of the workplace. If organizations are to succeed in today's super-competitive market they need the best tyechnology, the latest research and the most knowledgeable workers. The education enterprise also needs the best resources it can gather and must search for new, more efficient ways of accomplishing its mission. The state's investment in SUNY helps to ensure a vital and strong university system that will continue to play a major role in the economy and well being of the state and its citizens.

Time and circumstance have woven together New York State and SUNY into a dynamic pattern characterized by mutual support, cooperation, and shared goals. A better understanding of the relationship between the economic growth of New York and the impacts of SUNY on such growth should be made clearer and support must be maintained and enriched if SUNY is to adapt to the changing conditions of various environments in which its institutions function.

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